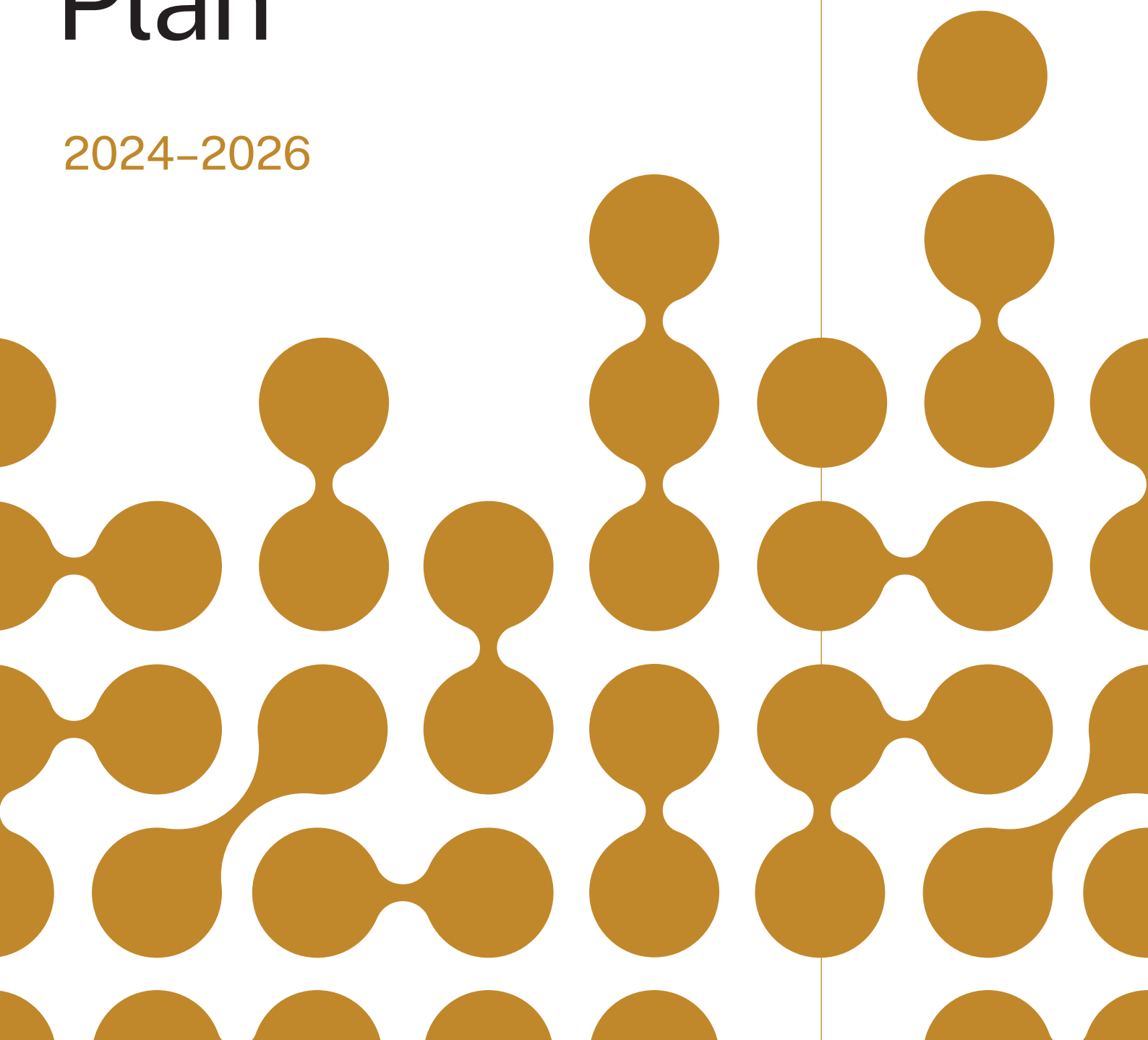


# Student Safety and Wellbeing Plan

2024–2026



Australian  
National  
University









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# Background

On Wednesday 23 March 2022, Universities Australia released results of an independent national survey entitled the National Student Safety Survey (NSSS). Conducted by the Social Research Centre, the NSSS investigated the prevalence of sexual harassment and sexual assault in Universities across Australia. The first Student Safety and Wellbeing Plan (2022-2023) provided a clear set of initiatives, activities and actions to be undertaken by The Australian National University (ANU), this plan has now been fully implemented.

ANU is committed to ensuring the University's study and work environments, both in person and online are safe, respectful and inclusive. To support this commitment, a second Student Safety and Wellbeing Plan (2024-2026) (The Plan) has been developed. The health and wellbeing of our community is at the forefront of our work, and this plan addresses how ANU will continue to enhance the support we provide to our students. The Plan aligns with the timeframe of the Sexual Violence Prevention Strategy (SVPS). It is acknowledged that we must continue to do better in the complex space that is gendered violence prevention and response. This second iteration of the Student Safety and Wellbeing Plan will broaden our prevention and response for all harmful behaviours. This broadening will be achieved through further strengthening our policies, raising awareness, offering broader support services and making education and training on harmful behaviour related topics readily available.





# Student Safety and Wellbeing Steering Group

The Student Safety and Wellbeing Steering Group was established in 2022 to support the implementation of the first Student Safety and Wellbeing Plan (2022-2023) and the ANU Sexual Violence Prevention Strategy (2019-2026) (SVPS).

The Steering Group membership was reviewed in June 2024, and the revised Terms of Reference are presented within this document along with The Plan.

The Steering Group will continue implement the 2024-2026 Student Safety and Wellbeing Action Plan. The Plan will be underpinned by the ANU Student Safety and Wellbeing Framework (fig 1) with a broader focus on a range of safety and wellbeing initiatives, under the six streams of work identified below.

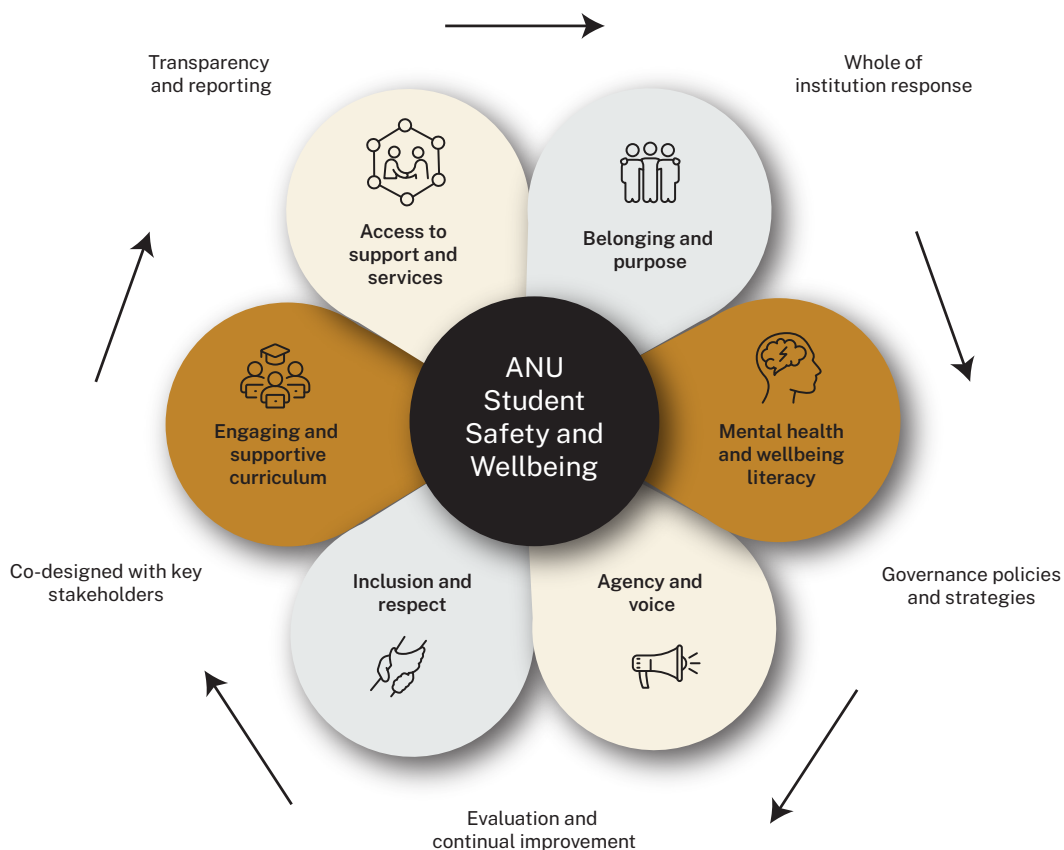


Figure 1: ANU Student Safety and Wellbeing Framework.



# Principles

- Whole of institution approach to support student wellbeing using a public health and intersectional approach;
- Co-design and innovative approaches to harness the student voice and engagement;
- Embedded evaluation process to measure impact of activities;
- Commitment to transparency in reporting status and evaluation of actions; and
- Increase visibility of supports to students and staff.

# Strategic Enablers

ANU is committed to the safety and wellbeing of our community, as well as to actively building a more inclusive culture where students and staff are supported to reach their full potential in their studies, work and throughout the student experience.

Safety, wellbeing, inclusion, equity, and diversity are embedded in several strategic documents which will support the implementation and activities of the Student Safety and Wellbeing Plan 2024–2026 including:

- Sexual Violence Prevention Strategy;
- Mental Health and Wellbeing Strategy 2024–2029 (to be released);
- Disability Action Plan;
- Anti-Racism Report;
- Learning and Teaching Strategy;
- Active ANU Strategy (in development); and
- Digital Master Plan.

Many of the actions included in The Plan are aimed to address whole of institution needs, however we highlight that the specific needs of Higher Degree by Research (HDR) students will also be addressed through the HDR Wellbeing report and actions included in that document.



# Streams of Work

STREAM 1	<b>Basic Needs:</b> Identify and support students with financial challenges the lead to issues such as food and housing insecurity, through expanding and improving programs and initiatives that provide access to basic needs.
STREAM 2	<b>Student Safety:</b> Continue to enhance our practices in the prevention of gender-based violence, and response to disclosures and reports of sexual assault and sexual harassment and other harmful behaviours.
STREAM 3	<b>Community Belonging and Engagement:</b> Develop an overarching document that collates into a coherent plan the actions from all current reports, plans and strategies related to inclusion, diversity, equity and accessibility at ANU. The overarching document will eliminate duplication and seek efficiencies where there is consistency across action items.
STREAM 4	<b>Training and Support for Staff:</b> Expand the current offering of training to support staff in promoting student wellbeing, responding to disclosures of harmful behaviours and students in distress.
STREAM 5	<b>Health and Wellbeing Literacy:</b> Develop a health and wellbeing education program for students including topics such as alcohol and other substances, sexual health, healthy sleep and managing stress.
STREAM 6	<b>Trust and Perception:</b> Develop a mechanism to appropriately evaluate, measure and communicate the impact of the work being undertaken, and its impacts on trust in the service and program offerings.



# Action Plan

## Stream 1: Basic needs

Identify and support students facing food and housing insecurity, through expanding programs and initiatives that provide access to basic needs.

### 1.1 Build on the clinical intake procedures to encompass questions around financial and housing security.

Key actions	Who is involved	Completion target
<ul style="list-style-type: none"><li>Build on the existing process to help facilitate early referrals to services, programs and case management.</li></ul>	Director, University Experience (UE)	Q4 2024

### 1.2.a Establish a Basic Needs Working Group to increase the awareness of both the University and Community based Support.

### 1.2.b Implement a whole-of-university approach to understanding and supporting basic needs to increase collaboration, minimise duplication and programs to meet basic needs.

<ul style="list-style-type: none"><li>Assess data required to implement appropriate programs and evaluate effectively.</li><li>Assess ANU student needs with assistance from Institutional Research.</li><li>Identify priority needs, costings and budget request.</li><li>Trial and evaluate programs.</li></ul>	Lead: Director, UE  Support: Director, Residential Experience (RED) and President, ANUSA	Q1 2025  Q4 2025
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### 1.3 Develop a landing page within the Learning Management System that acts as a sole place for information for students and academic staff regarding student support programs, safety and wellbeing.

<ul style="list-style-type: none"><li>Review relevant support and wellbeing information.</li><li>Development of page in new Learning Management System for its implementation.</li></ul>	Lead: Director, UE  Support: PVC Teaching and Learning	Q2 2025
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### 1.4 Coordinated and consolidated approach to scholarships that are available to Equity students or include accommodation in the package.

<ul style="list-style-type: none"><li>ANU Scholarships Review.</li></ul>	Lead: Registrar  Support: Director, RED	Q1 2026
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## Stream 2: Student safety

Continue to enhance our practices in the prevention and response to disclosures of sexual assault and sexual harassment.

**2.1 Expand the Inclusive and Respectful Communities Peer Educators' peer education service model. Enhanced training program for residential students to address a wider range of behaviours, including racism and ableism, and interventions to activate and enhance residential student voice.**

Key actions	Responsibility	Completion
<ul style="list-style-type: none"> <li>Recruitment of Peer Educators.</li> <li>Review of training.</li> </ul>	Lead: Director, UE  Support: Head, Inclusive and Respectful Communities	Pilot Q1 2025.  Full implementation Q1, 2026

**2.2 Research and evaluate a model for the use of restorative practices in the response, early intervention and prevention of harmful behaviours at the ANU.**

<ul style="list-style-type: none"> <li>Work with ACT Restorative Justice Unit and Canberra Restorative Community Network to develop and propose a model.</li> </ul>	Lead: Director, UE  Support: Chief People Officer, Registrar and Director, RED	Q2 2025
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**2.3 All-residences to pilot behavioural and cultural expectation setting (cultural action plans) based on restorative practice.**

<ul style="list-style-type: none"> <li>Resident and staff engagement in the program.</li> </ul>	Director, RED	Q4 2025
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**2.4.a Implement the recommendations from the 2023 review of the Sexual Violence Prevention Strategy.**

**2.4.b Implement the National Code of Practice on the Prevention and Response of Gender-Based Violence 2024.**

<ul style="list-style-type: none"> <li>Review recommendations and develop implementation plan.</li> <li>Assess requirements under the National Higher Education Code to Prevent and Respond to Gender-based Violence and develop action plan.</li> <li>Explore the development of a peer-to-peer disclosure process with the ANUSA Women's Department.</li> </ul>	Lead: Director, UE  Support: Chief People Officer	Q4, 2024
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# Stream 3: Community Belonging and Engagement

Develop a Student Equity Strategy to further support and grow our diverse community.

**3.1 Develop a communications plan for the promotion of belonging and engagement. This will include:**

- Digital and physical resources that promote an understanding of harmful behaviours and bystander interventions.
- Resources to support Residential Student Leaders to build the capacity of their peers to use bystander intervention practices to address harmful behaviours.

Key actions	Responsibility	Completion
<ul style="list-style-type: none"><li>• Understanding communication and physical resources needs of residential settings.</li><li>• Develop appropriate resources to meet needs.</li></ul>	Lead: Director, UE Support: Head, Inclusive and Respectful Communities and Director, RED	Q4 2024

**3.2 Enhanced respectful and inclusive communities training, including a residential senior leadership model to actively promote behaviours that support safety and engagement for a diverse residential cohort.**

<ul style="list-style-type: none"><li>• Successful roll-out of new Residential Mentor leadership model in residences.</li></ul>	Lead: Director, RED Support: Director, UE	Pilot in February 2025  Program delivery in 2026
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**3.3 Develop and implement actions from the Residential International Student Wellbeing working group.**

<ul style="list-style-type: none"><li>• Establish a Working Group.</li></ul>	Director, RED	Q4 2025
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### 3.4 Rationalise equity and diversity strategies that support a positive experience for University's diverse community.

Key actions	Responsibility	Completion
<ul style="list-style-type: none"> <li>Work with the IDEA Committee to review actions under relevant strategies.</li> </ul>	<p>Lead: Deputy Vice-Chancellor (Academic)</p> <p>Support: Head, Inclusive and Respectful Communities</p>	Q4 2025

### 3.5 Develop and implement a Student Equity Strategy to further support and grow our diverse community.

<ul style="list-style-type: none"> <li>Review the current widening participation, outreach and in-reach activities.</li> <li>Review the current supports for students from traditionally underrepresented backgrounds.</li> <li>Increase the visibility and understanding of the impacts from community belonging, engagement programming and resources for all students.</li> </ul>	<p>Lead: Director, UE</p> <p>Support: Senior Manager Student Life</p>	Q2 2026
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## Stream 4: Training and Support for Staff

Expand the current offering of training for staff to support staff in promoting student wellbeing, responding to disclosures of harmful behaviours and students in distress.

### 4.1 Develop and implement a Rights, Relationships and Respect module for staff.

Key actions	Responsibility	Completion
<p>Review the existing RRR availabilities to modify content to suit a staff audience. Topics being explored include:</p> <ul style="list-style-type: none"> <li>• Positive duty to prevent gender-based violence in the workplace;</li> <li>• ANU Code of Conduct expectations and responsibilities;</li> <li>• Professional boundaries and supervisory relationship dynamics and in teaching, learning, and research environments;</li> <li>• Interpersonal safety while working away from campus (fieldwork, ANU-related travel etc).</li> </ul>	<p>Lead: Director, UE (development)</p> <p>Lead: Chief People Officer (implementation)</p> <p>Support: Head, Inclusive and Respectful Communities</p>	Q4 2024

### 4.2 Identify staff roles that provide direct assistance and support to students.

<ul style="list-style-type: none"> <li>• Review Position descriptions.</li> <li>• Focus performance development review documents.</li> <li>• Organisational charts detailing roles and responsibilities.</li> <li>• Information provided from business groups that identify roles.</li> </ul>	Chief People Officer	Q4 2024
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### 4.3 Conduct training needs analysis for identified staff roles identified in Action 4.2 addressing requirements for supporting or assisting students.

<ul style="list-style-type: none"> <li>• Identified competencies required by staff providing assistance and support to students.</li> <li>• Survey tools to conduct training needs analysis.</li> </ul>	Chief People Officer	Q4 2024
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### 4.4 Conduct gap analysis of training needs identified in Action 4.3 vs current resources and training availability for staff.

<ul style="list-style-type: none"> <li>• Identified competencies required by staff providing assistance and support to students.</li> <li>• Training needs analysis data.</li> <li>• Consultation groups to verify data.</li> </ul>	Chief People Officer	Q4 2024
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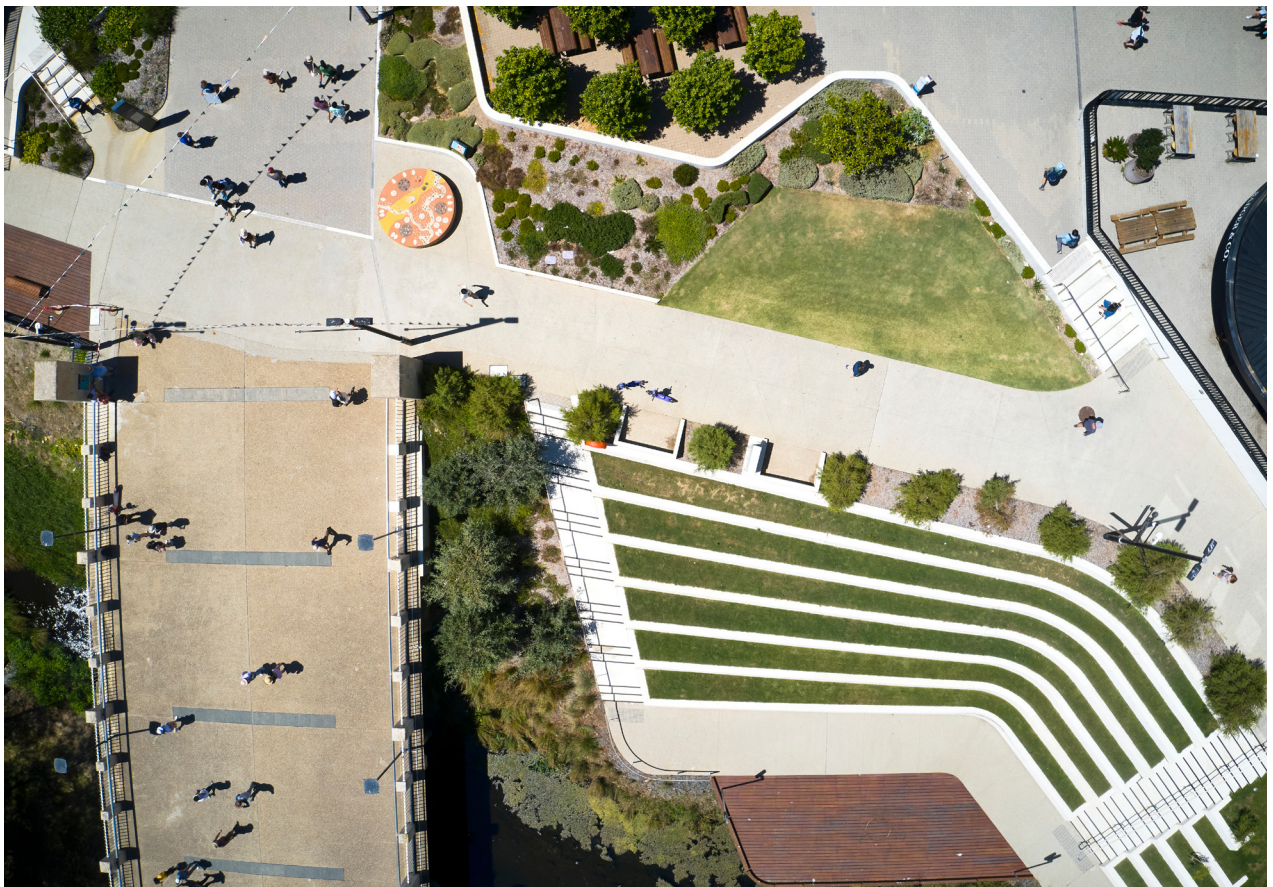


#### 4.5 Enhance current training and resources to more comprehensively address information required by staff to effectively respond to student wellbeing issues.

Key actions	Responsibility	Completion
<ul style="list-style-type: none"> <li>• High quality and accurate resources that provide information on student wellbeing issues and services.</li> <li>• A comprehensive list of existing training, information guides, website links which are provided to staff detailing student wellbeing issues and resources.</li> </ul>	Lead: Chief People Officer Support: Deputy Vice-Chancellor (Academic)	Q4 2025

#### 4.6 Develop, implement, and evaluate new training for staff to address identified training requirements from Action 4.4.

<ul style="list-style-type: none"> <li>• Training development tools.</li> <li>• Budget to purchase training resources.</li> <li>• Internal resources to administer training requirements.</li> <li>• Business unit support for staff to attend training.</li> <li>• Evaluation survey tools to monitor and report on outcomes.</li> </ul>	Lead: Chief People Officer Support: Deputy Vice-Chancellor (Academic)	Q4 2026
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## Stream 5: Health and Wellbeing literacy

Develop a health and wellbeing program for students including topics such as alcohol and other substances, sexual health, healthy sleep and managing stress.





### 5.1 Pilot a mental health and wellbeing drop-in service for Senior Residents and students to increase leadership skills and wellbeing literacy.

Key actions	Responsibility	Completion
<ul style="list-style-type: none"> <li>Schedule 10 pilot drop-in sessions before census date and before exam period to support students and SR's.</li> <li>Implement a feedback mechanism from students to evaluate the effectiveness and implement necessary changes/improvements.</li> </ul>	Director, UE	Q3 2025

### 5.2 Explore the expansion of group programs and workshops in response to areas of identified need.

Develop Group programs for: <ul style="list-style-type: none"> <li>General wellbeing and self-care HDR students;</li> <li>Managing anxiety and depression for international students;</li> <li>DBT Skills group (emotional regulation); and</li> <li>ADHD skills group.</li> </ul>	Lead: Director, UE Support: Senior Manager, Student Safety and Wellbeing	Q2 2025
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### 5.3 Increase mental health literacy through the promotion of digital mental health and wellbeing resources.

Develop and promote resources on: <ul style="list-style-type: none"> <li>ANU Counselling Talking Tips;</li> <li>Video-based learning interventions for university students; and</li> <li>Online apps and short-courses.</li> </ul>	Senior Manager, Student Safety and Wellbeing	Q4 2025
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### 5.4 Develop a whole of institution offering of health and wellbeing literacy programs for students.

<ul style="list-style-type: none"> <li>Audit current availability.</li> <li>Identify needs gaps and collaboration opportunities.</li> <li>Develop a program of activities.</li> </ul>	Lead: Director, UE Support: Senior Manager Student Safety and Wellbeing, Director RED and Head, Inclusive and Respectful Communities	Q1 2026
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### 5.5 Develop support training programs for students in residences on a broader range of topics.

Develop training on: <ul style="list-style-type: none"> <li>Sexual health;</li> <li>General wellbeing/stress/resilience building;</li> <li>Healthy relationships; and</li> <li>Alcohol and Other Drugs.</li> </ul>	Director, UE	Q3 2026
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## Stream 6: Trust and Perception

Develop a mechanism to appropriately evaluate and measure the success of the work being undertaken, and its impacts on trust in the service and program offerings.

### 6.1 Establish an Evaluation and Reporting Working Group under the Student Safety and Wellbeing Steering Committee, to establish an evaluation and reporting framework for student safety and wellbeing activities, including those in this Plan.

Key actions	Responsibility	Completion
<ul style="list-style-type: none"> <li>Identify key stakeholders from UE, Office of the Registrar, RED, and People and Culture.</li> <li>Develop Terms of Reference.</li> <li>Implement consistent program evaluation and report.</li> </ul>	Deputy Vice-Chancellor (Academic)	Q4 2024

### 6.2 Design a 'student voice' model to frame how student residents are engaged with and consulted about services and program offerings that affect them.

<ul style="list-style-type: none"> <li>Resident and staff engagement in the initiative.</li> </ul>	Director, RED	Q4 2025
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### 6.3 Measure levels of student trust in the university and its services, and explore the relationship between this trust, engagement with services, student wellbeing, academic performance, and other relevant factors.

<ul style="list-style-type: none"> <li>Through the establishment of the Evaluation and Reporting Working Group (ERWG), appropriate measures will be selected to embed into standard university surveys such as the Check-In Survey (for commencing students) and the Student Experience Survey.</li> </ul>	Deputy Vice-Chancellor (Academic)	Q4 2025
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### 6.4 Strengthen whole-of-university, reporting and disseminating information on progress, impact of the Student Safety and Wellbeing Plan.

<ul style="list-style-type: none"> <li>Develop and publish a report on implementation progress and evaluation outcomes.</li> </ul>	Deputy Vice-Chancellor (Academic)	Q4 2026
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