

2025 Report: Harmful Behaviours Disclosures and Reports (Students)

April 2026



Australian
National
University



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This report contains information about harmful behaviours, including gender-based violence and racism, which may be distressing.

If you are a student and need support, contact the Student Safety and Wellbeing team (student.wellbeing@anu.edu.au) or phone the 24/7 Student Wellbeing Line on 1300 050 327.

Staff can access the Employee Assistance Program via services.anu.edu.au/human-resources/wellbeing, the Staff Advisers (staff.adviser@anu.edu.au) or the Staff Respect Consultant (staffrespect@anu.edu.au)

For support in the community, you can contact 1800 Respect (1800 737 732).
For time-critical assistance, please call emergency services on 000.

Information on other support services can be found at:
[Getting help at ANU -sexual harassment and sexual assault response](#)
[Getting help at ANU -urgent support](#)

To complete the ANU Harmful Behaviours Disclosure form visit:
https://anu-advocate.symplicity.com/sash_report/index.php/pid287345?

Acknowledgements

We acknowledge that ANU is located on the unceded lands of the Ngunnawal and Ngambri people of the Canberra region and pay our respects to their Elders, past and present.

We recognise that Aboriginal and Torres Strait Islander peoples are disproportionately impacted by gender-based violence, sexual violence and other forms of harm and that this is deeply connected to Australia's colonial legacy. We pay our respects to First Nations leaders for their ongoing commitment to preventing and responding to gender-based violence in their own communities.

We thank all students and staff who have trusted us with their experiences of gender-based violence and other harmful behaviours and acknowledge all victim-survivors within the ANU community. Your courage in coming forward, sharing experiences, and advocating for change continues to shape our work and drive institutional accountability.



Statement from the Deputy Vice-Chancellor (Education)

In 2025, the Australian National University continued its work to strengthen a safe, respectful, and accountable community, one in which harmful behaviours are neither minimised nor ignored, and where every member of our community is supported to speak up. This annual report reflects that commitment. It provides a transparent account of disclosures and reports of harmful behaviours made to the University over the past year, the University's response, and the areas where further work is required.

The safety and wellbeing of our students and staff are fundamental to learning, teaching, and campus life. When harm occurs, the impacts are significant - for individuals, for their academic experience, and for the wider community. This places a clear responsibility on the University to respond effectively and to continually strengthen our systems and practices.

During 2025, ANU has taken further steps to improve reporting pathways, enhance trauma informed support, and expand education and prevention initiatives. These efforts reflect a sustained, long term approach to cultural change, supported by evidence, governance, and ongoing engagement with students and staff.

I acknowledge the students who have come forward to disclose or report harmful behaviours. Their experiences continue to inform and shape the University's work. I also recognise the dedicated staff who support students, manage complex cases, and contribute to prevention and education across the campus.

While progress has been made, this report also highlights areas requiring continued focus. ANU remains committed to strengthening prevention, support and accountability, and to building a university environment in which all members of our community feel safe, supported and able to participate fully.



Professor Joan Leach
Deputy Vice-Chancellor (Education)
The Australian National University

Background

The health, safety and wellbeing of our community remain central to our work. As part of our commitment to students and staff under the Sexual Violence Prevention Strategy 2019–2026 (SVPS) and the Student Safety and Wellbeing Plan 2024–2026, the University has released a Sexual Misconduct Reports and Disclosures report, covering disclosures and reports of sexual harm and misconduct from 2022 to 2024.

The 2025 report provides an overview of disclosures and reports of harmful behaviours, including sexual harm, racism, discrimination and ableism, and outlines the University’s ongoing work to prevent and respond to these behaviours.

The University continues to adopt a trauma-informed and victim-centred approach (appendix A) to its policies and procedures related to the prevention, monitoring, reporting of, and response to, harmful behaviours and remains committed to being transparent in our efforts to prevent and respond to incidents of harm and misconduct that impact the University community.

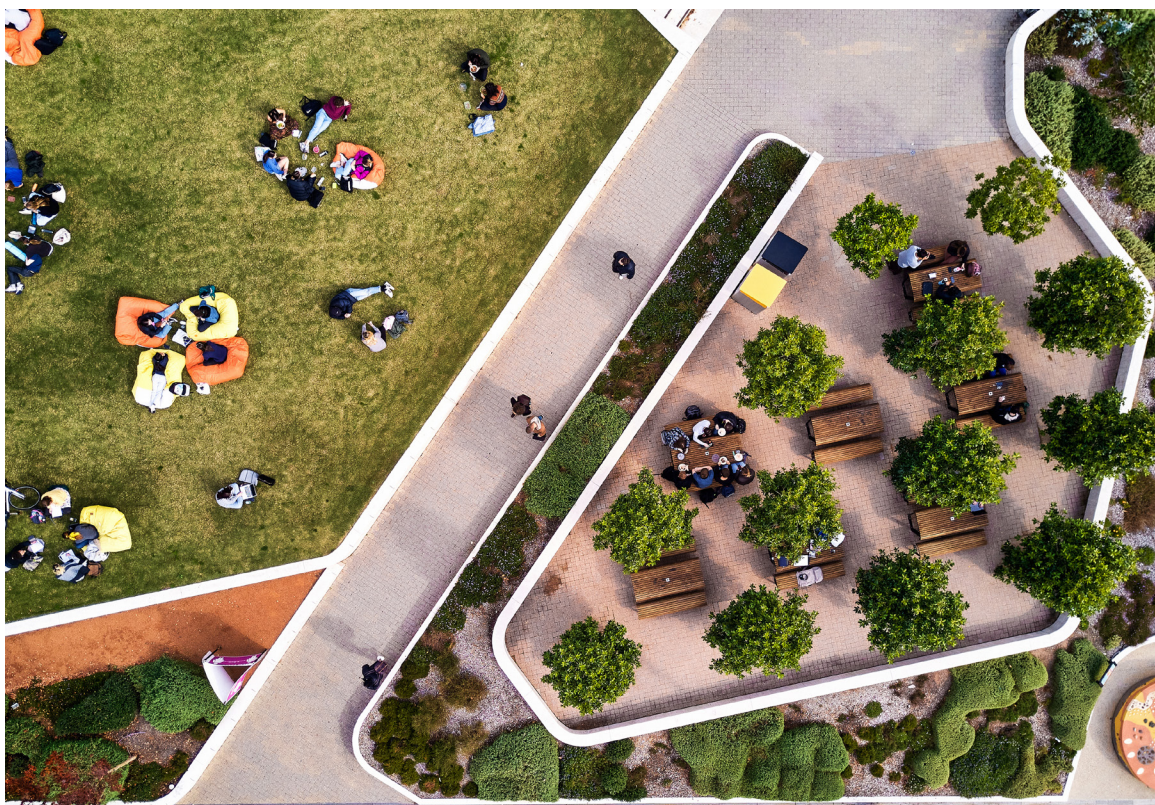
In January 2026, we lodged our *2026 Gender-based Violence Prevention and Response Plan* with the Department of Education as part of our readiness for the Universities Accord (National Higher Education Code to Prevent and Respond to Gender-based Violence) Bill 2025, many of the recommendations under the Nixon Review, and our obligations under the Anti-Discrimination and Human Rights Legislation Amendment - Respect at Work Act 2022. It aims to continue to improve the University’s approach to preventing and responding to harmful behaviours, including gender-based violence.



University-wide actions undertaken since the last report

The University will continue to work with the student and staff community and with the support of the Safety and Wellbeing Committee of Council¹ to further develop approaches to support community wellbeing, safety and inclusion. Since our last report, we have completed the following actions:

- A review of the Student Disciplinary Framework (SDF) was undertaken inviting broad community feedback and including an operational and desktop review of institutional learnings and best-practice. 52 draft recommendations were made, many of which are underway as part of the University's work to respond to the National Code to Prevent and Respond to Gender-based Violence. In 2026 the final recommendations report will be released and updates on progress specific to the SDF review and National Code to Prevent and Respond to Gender-based Violence provided on an ongoing basis.
- Released the Nixon Review report examining gender and culture in the former College of Health and Medicine and stood up a Steering Group and seven community Working Groups to address the findings and recommendations.
- Expanded peer-led activities of the Inclusive and Respectful Community's Peer Educators program, including the development of an understanding racism module, piloted in collaboration with the Residential Experience Team and Senior Residential Mentors in early 2026.
- Released the Rights, Relationships and Respect at Work online module for staff as a pilot to staff in University Experience, People and Culture and Residential Experience Division. The module was completed by 252 staff and has been released to all staff in 2026.



¹ Previously known as the Student Safety and Wellbeing Committee of Council. In 2025, the scope of the Committee expanded to look at safety and wellbeing matters related to whole of University community.

Education, Capacity Building and Engagement

In 2025, the education and prevention team in Inclusive and Respectful Communities (IARC) delivered an expanded suite of prevention education, capacity building programs, and student led engagement initiatives across the University. Training and engagement activity increased across both face to face and online delivery, reflecting continued interest in evidence-informed prevention practice among staff and students.

Alongside increased participation, 2025 saw the introduction, redevelopment, and piloting of several new education and training offerings. This included updated iterations of the Rights, Relationships and Respect (RRR) modules for students and Higher Degree by Research (HDR) candidates and supervisors, the pilot of a new workplace-focused RRR program for staff, and the expansion of cohort-specific education addressing the distinct contexts of study, research, leadership, and work at the University.

IARC also broadened its prevention education approach through new specialist workshops and targeted engagement, including the piloting of Neuroaffirming Practices training and trauma-informed practice workshops for HDR supervisors and staff in leadership roles. These initiatives, alongside increased bespoke and locally embedded delivery, strengthened community capability to enact bystander intervention, respond to disclosures of harm, and support sustained culture change across diverse university settings.

Training and education

Across all programs in 2025, IARC delivered:

- 116 in person sessions.
- 4,059 learners engaged through in person training.
- 4,744 completion certificates issued through the RRR online modules.

Program specific engagement included:

- LGBTIQA+ Ally Training: 16 sessions delivered to 492 participants.
- Ally 1.02: Practical Allyship for Trans Communities: one session, 22 participants.
- Neuroaffirming Practices training: four sessions engaging 107 participants, supporting more inclusive and neuroaffirming cultures across the University.
- Understanding and Responding to Harmful Behaviours / Bystander Intervention: 10 sessions involving 177 participants
- Residential Leadership Training: 20 sessions delivered to 928 Residential Mentors across residential communities.
- Training for HDR candidates and supervisors: three sessions reaching 83 participants.
- Bespoke Training Sessions: 25 tailored sessions delivered to 632 staff and students across colleges and service divisions.
- Rights, Relationships and Respect (RRR) online module suite
 - RRR for undergraduate and postgraduate coursework students (online): 5,167 enrolments and 4,212 completions
 - Enlivening RRR for commencing residential students (face to face): 38 sessions delivered to 1,979 students.
 - R4 (RRR in Research) for HDR candidates and supervisors: 511 enrolments and 280 completions
 - RRR at Work (online pilot for ANU staff): 456 enrolments and 252 completions

Peer-led program design

In 2025, IARC expanded its peer-led initiatives through a strong Peer Education Program with 17 Peer Educators who contributed to peer engagement and the design, testing, and refinement of new prevention programs, including:

- Developing a new online module, *Enhancing RRR: Understanding and Responding to Racism*, co-designed with Peer Educators to broaden the RRR suite and strengthen staff and student capability.
- Co-designing and delivering facilitator training with Peer Educators for approximately 50 residential students in preparation for delivering Enlivening RRR in 2026
- Designing and delivering a diverse range of community activations, including O-Week programming, residential hall activities, and *Common Good*, a series of peer designed, low stakes engagement activities focused on awareness raising, community building, and harm prevention. These activations included interactive installations such as large discussion boards with rotating prompts on consent, respect, healthy relationships, and bystander action; or dot-voting posters inviting students to reflect on values and norms within their communities. These activations were intentionally positioned in high-traffic areas to enable spontaneous participation and to reach students who may not engage in formal workshops, helping normalise discussions of consent, respect, and community care across campus.

Sharing knowledge and practice

In 2025, IARC practitioners continued to demonstrate sector leadership through research contributions, authorship, editorial work, and participation in national prevention practice networks.

NSW-ACT Universities Prevention Connection Community of Practice

The NSW–ACT Universities Prevention Connection Community of Practice is a collaborative network that brings together universities across New South Wales and the Australian Capital Territory to strengthen primary prevention of gender based violence. It provides a shared space for institutions to learn from each other, build capability, align approaches, and support the implementation of evidence based prevention initiatives across the higher education sector.

JANZSSA Special Issue

ANU prevention staff played a national leadership role in the JANZSSA Special Issue Addressing Gender Based Violence in Tertiary Institutions, guest edited by Friederike Gadow (ANU), Laura Burge (Swick Learning and Monash University), and Elli Darwinkel (Monash University).

The issue highlights innovative practice, emerging challenges, and opportunities in gender-based violence prevention and response across the sector. ANU staff also contributed as peer reviewers, supporting high quality scholarship and strengthening knowledge building across the sector. In addition, ANU prevention practitioners and academics authored publications grounded in practice based insights and evaluation, including Radcliffe, Gadow, Leary, and Pruscino's (2026) opinion piece on the challenges associated with aligning compliance and transformative approaches to end gender based violence in higher education, and Gadow, Robertson, and Rossner's (2026) article on peer-led approaches to prevention education within the Rights, Relationships and Respect program.

Evaluation

As part of its commitment to evidence-based and evidence-building practice, IARC undertakes evaluation of all its programs. The high-level summaries below present evaluation insights across the Rights, Relationships and Respect (RRR) suite in 2025. Together, they illustrate how the programs support the development of shared community norms, encourage values-led engagement, and strengthen the conditions that enable respectful, safe, and inclusive learning and working environments. The findings also highlight how ongoing evaluation guides program refinement and alignment with the evolving needs and values of the ANU community.

Rights, Relationships and Respect (RRR) and Rights, Relationships and Respect in Research (R4)

The 2025 evaluation of the RRR and R4 modules showed strong engagement, positive learning outcomes, and high institutional trust among participants. Across both modules, learners reported improved understanding of consent, sexual harassment, sexual assault, power dynamics, and active bystander behaviour, with over 90% indicating the content was relevant, clearly presented, and applicable to real-world contexts. Respondents also described the courses as accessible, well-organised, inclusive, and supportive, with clear instructions, high-quality materials, and activities that promoted critical thinking.

Motivation for engagement was largely values-driven, with most participants completing the modules because they believed the content was important, a belief associated with stronger learning outcomes and greater trust in institutional support services. While completion rates varied between RRR and R4, survey participation increased from 2024, and feedback informed updates for 2026 focusing on interactivity, inclusivity, and alignment with national guidelines.

Enlivening Rights, Relationships and Respect

Building on the foundational learning established through the RRR online modules, the Semester 1 2025 peer-led Enlivening RRR pilot program, a one-hour face to face workshop for residential students, demonstrated high engagement across all ANU residential halls. Support for peer delivery was especially strong (96% agreement), reinforcing the value of complementing online learning with participatory, discussion-based approaches.

Survey data from 329 respondents indicated that most participants had previously completed consent education, including the online RRR module, and that earlier exposure was significantly associated with deeper engagement in the pilot. Participants valued the program's practical relevance, its ability to hold attention, and its contribution to confidence in giving and recognising consent.

Findings highlighted opportunities to strengthen future iterations through increased interactivity, more diverse perspectives, and enhanced trauma-informed approaches.

Pilot of Rights, Relationships and Respect at Work (RRR@W)

The 2025 evaluation of the RRR@W pilot demonstrated that the online module was widely regarded as relevant, useful, and applicable to workplace contexts. Respondents, primarily professional staff, highlighted the clarity, inclusivity, and well-structured nature of the module, noting the value of its varied learning activities and practical focus.

While overall learning experiences were positive, some participants reported cognitive and emotional load and identified areas for improvement including reducing length and density, enhancing navigation, and clarifying pathways to support services. These insights directly informed a redesign into three streamlined modules for 2026, aimed at improving usability, strengthening conceptual clarity, and ensuring alignment with staff needs and institutional context.

Residential Experience Division

Throughout 2025, the Residential Experience Division (RED) continued to strengthen student wellbeing, safety, and community engagement across ANU residences. Building on the foundational work completed in 2024, RED focused on enhancing support structures, refining leadership capacity, and commencing organisational changes to ensure sustainable long-term improvements.

RED has actively promoted the use of the ANU Harmful Behaviours Disclosure Tool to identify instances of racism and harmful behaviours other than sexual misconduct. This had led to increased numbers of disclosures which in turn have provided the opportunity for educative and restorative practice, where appropriate, to enact underlying cultural change.

Wellbeing, safety and prevention initiatives

Residences continued to embed the Rights, Relationships, Respect (RRR) prevention framework into residential culture. Mandatory completion of the RRR online module for all new residents remained a core requirement, with ongoing monitoring and follow up where needed.

In 2025, RED extended its commitment to RRR by introducing the pilot of the newly released staff version of the RRR online module, requesting all residential staff complete it. This initiative demonstrates prevention education and trauma-informed practice are consistently reinforced across all levels of the residential support system, strengthening alignment between staff training, student expectations, and the University's broader safety and respect frameworks.

Student leaders continued to receive training in the ANU Harmful Behaviours Disclosure Tool, the ANU Sexual Misconduct Policy, and safe referral pathways. These training efforts ensured that disclosures were met with appropriate, person-centred responses grounded in listening, belief, and referral to specialised services. Peer Educators and staff from the Inclusive and Respectful Communities (IARC) team again partnered with residences to further develop bystander intervention programs and to support the codesign of inclusive and respectful community events.

Equity and inclusion

RED's Academic Fellow progressed ongoing work to address racism and bigotry within residential communities. This included further research into the experiences of culturally and racially diverse students, as well as community-based initiatives, such as the Anti-Racism Campaign at Bruce Hall, aimed at identifying and addressing structural and interpersonal discrimination. This continued to build on the 2024 commitment to confronting harmful behaviours through an intersectional lens.



Continuous improvement

The After-Hours Support Model, introduced in mid-2024, continued to mature throughout 2025. Community Support Officers (CSOs) provided consistent professional oversight of afterhours wellbeing and safety matters, ensuring high risk situations were managed and escalated effectively and that student leaders were appropriately supported in their community building roles. Feedback from both staff and student leaders indicated improved clarity in responsibilities and an overall reduced burden on student leadership positions.

Residential communities also continued to engage with the annual Residential Life Survey, which measures student perceptions of safety, belonging, and overall residential experience. RED senior leaders use this data, alongside incident records and feedback from residential stakeholders, to respond proactively to emerging trends, to plan resources and to implement measures such as improved lighting, revised CCTV coverage or redesigned common spaces to improve safety and wellbeing.

Organisational and staffing developments (Q4 2025)

In the final quarter of 2025, RED commenced a phased program of organisational and staffing changes. This included consultation with staff, refinement of role descriptions, and preparation for a new operating structure designed to enhance consistency and strengthen student support across all residences.

While planning for a unified hybrid operating model commenced during this period, the model itself did not take effect in 2025. The transition to a single operating structure, including operational consolidation across residences, became effective on 1 January 2026 and will be detailed in the 2026 ANU Sexual Misconduct Annual Report.

Disclosures and Support

In February 2024, following feedback and consultation with students and staff, the University expanded its disclosure tool to enable the disclosure of other harmful behaviours including racism, ableism and other forms of discrimination. For students, all identified disclosures continue to be responded to by the Student Safety and Wellbeing team who use a trauma-informed and person-centred approach to support those who have experienced harm.

In 2025, the Student Safety and Wellbeing team received a total of 82 disclosures of harmful behaviours (Figure 1):

- 36 disclosures were identified
- 46 de-identified
 - Sexual assault 22
 - Sexual harassment 26
 - Racism 14
 - LGBTIQ+ discrimination <13
 - Cyber and tech facilitated abuse <11
 - Ableism <10
 - Antisemitism <10
 - Domestic and family violence <5
 - Sex discrimination <5

All the identified disclosures (36) were followed up by a Student Safety and Wellbeing Case Manager within 48 working hours of a disclosure being received to offer support and information.

It is important to remember that not all disclosures will result in a formal report with many students wanting other forms of support and information including:

- Provision of supportive counselling.
- Understanding formal reporting mechanisms through the ANU, Police and Human Rights Commission
- Facilitation of referrals to support services including Counselling, Conduct and Integrity team, medical services, and external community services (Canberra Rape Crisis Centre, legal services etc).
- Coordination of academic support (extensions, exam deferrals and withdrawal without penalty) for students impacted.
- Navigating financial support through university pathways.
- Developing and implementing safety plans.

Case Managers also support the training of students in ANU residences to understand response pathways and support available.

The greatest proportion of disclosed harmful behaviour incidents happened less than five days prior to the disclosure (Figure 2). As in prior years, a significant proportion of disclosures relate to residential settings, within a residential hall or college (Figure 3). This reflects both proximity of student communities and targeted awareness of reporting pathways in these environments.

Figure 1: Number of ANU Harmful Behaviours Tool disclosures received in 2025 - identified and deidentified pathways

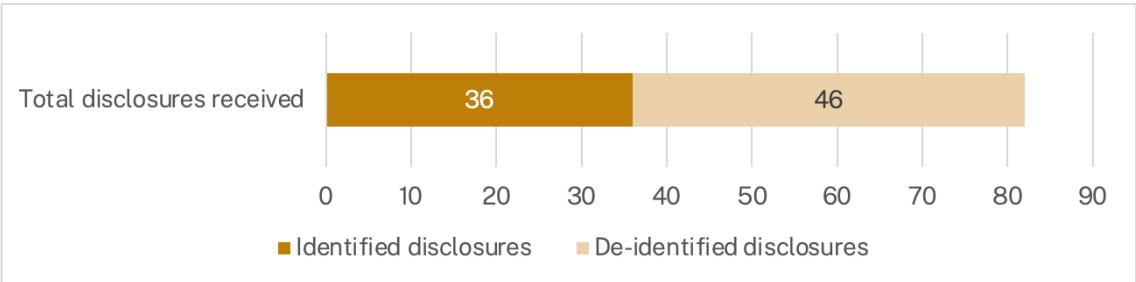
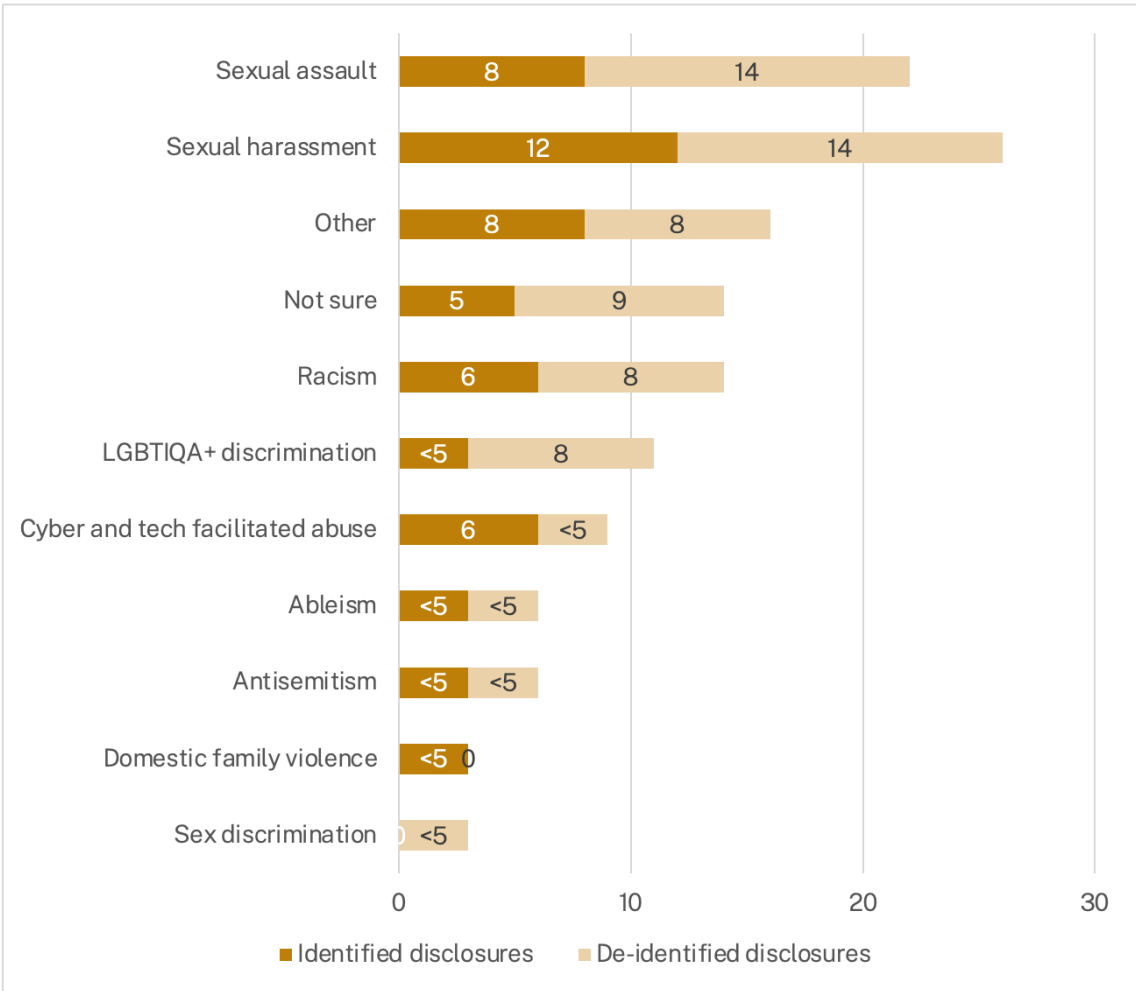


Figure 2: Behaviours disclosed in 2025 through the ANU Harmful Behaviours Tool - identified and deidentified pathways*



* Note: the total number of disclosures received are the number of individual forms received, some disclosures may identify more than one harmful behaviour.

Figure 3: Time period between the incident and the disclosure lodged

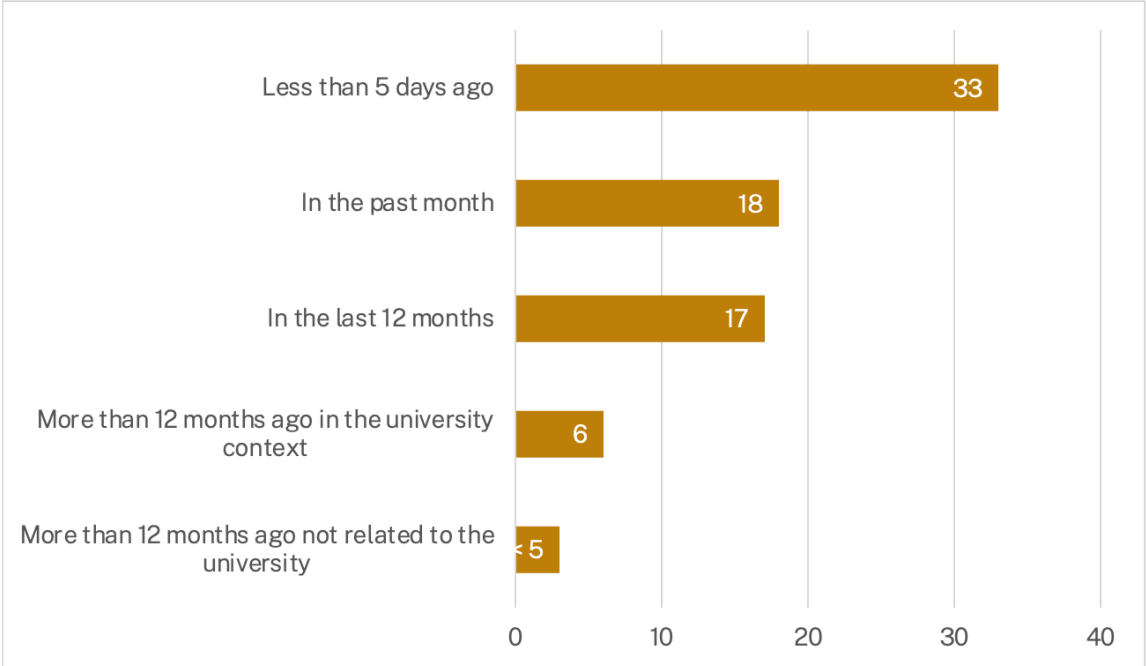
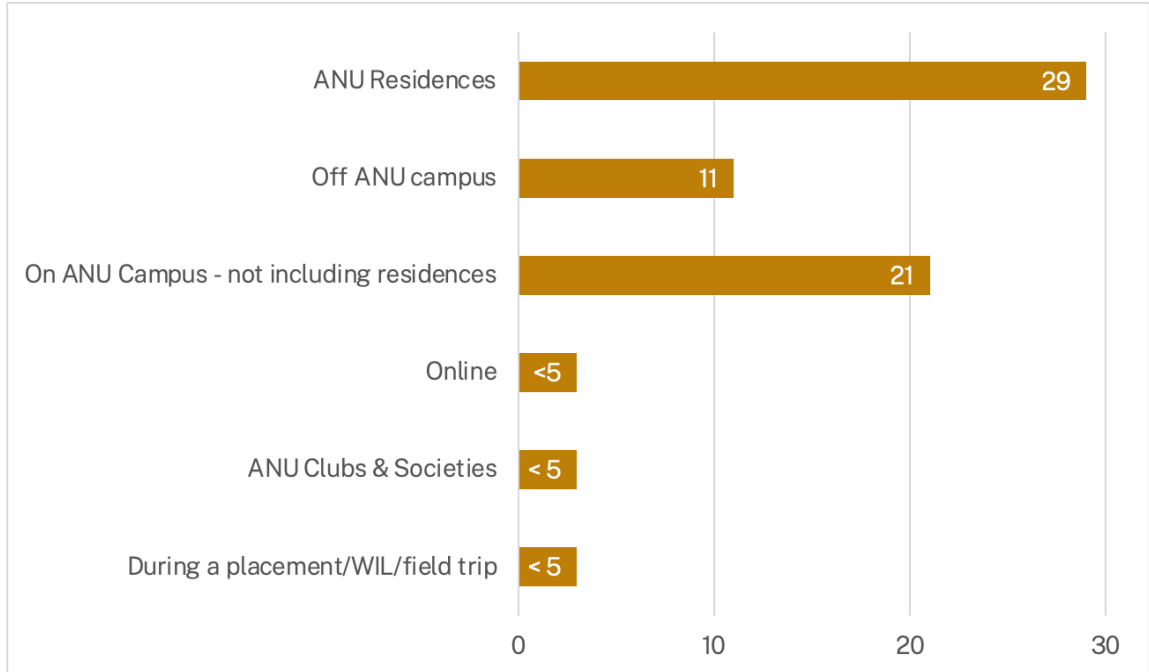


Figure 4: Where the disclosed harmful behaviour occurred



Student Discipline Reports

The Student Conduct and Appeals (SC&A) team supports the University's trauma-informed, person-centred approach to serious student misconduct, including sexual misconduct, gender-based violence, and other harmful behaviours.

Scope of formal reports

This section covers formal reports of student misconduct lodged with SC&A between 1 January and 31 December 2025, under the ANU Discipline Rule 2021 (the Rule).

It captures harmful behaviours as defined under section 7(3) of the Rule, including sexual misconduct, non-sexual harassment, victimisation, discrimination, and violent or threatening behaviour.

All documentation is stored in accordance with the University's obligations under the Privacy Act 1988 (Cth).

Please note, one report may involve multiple behaviour categories. Data reflects the primary behaviour type recorded for each report. Where a single respondent was the subject of multiple reports, each report is counted individually in the tables below.

Reporting process

The formal reporting process is based on the principles of procedural fairness, meaning the respondent is afforded a fair opportunity to review and respond to the allegations made against them.

The health, safety and wellbeing of the University community is a primary consideration in the application of the Rule, and the formal reporting process provides for interim safe-making measures as well as pastoral care and academic support for all parties.

Complainants, respondents and affected parties are encouraged to engage with the Student Safety and Wellbeing team for support throughout the process.

Reports may be submitted at any time without time limitation and may be reopened at any time by contacting SC&A.

Key Findings

Table 1: Reports made to SC&A of alleged sexual misconduct and harmful behaviours (2025)

Category	2025
Reports received	36
Reports considered at inquiry	26
Report withdrawn or approval to proceed was not provided	1
Deemed beyond the jurisdiction of the University / alternative action taken	9

In 2025, 26 reports went on to inquiry in relation to 20 individual respondents, of which:

- 17 respondents were found to have engaged in misconduct; and
- 3 inquiries are still ongoing

*Note: where multiple reports were submitted against a single respondent, these are counted as one respondent for the purposes of inquiry findings.

Table 2: Reports received by behaviour category (2025)

Behaviour category	2025
Sexual Misconduct (including sexual assault and sexual harassment)	10
Harassment (non-sexual), victimisation, and/or discrimination	7
Violent, threatening or intimidating behaviour	12
Risk to health or safety	7

*Note: A single report may involve more than one behaviour category. Where this occurs, the primary behaviour has been recorded.

Table 3: Penalties issued following a finding of misconduct (2025)

Penalty	2025
Exclusion	7
Suspension	1
Denial of Access	4
Conditions on continued enrolment (e.g. ongoing separation instruction, mandated training or remediation)	5
Undertaking / requirement / apology / other penalty	5
Reprimand	16

*Note: respondents may have been issued more than one penalty as a result of a finding of misconduct.

2026 Priorities

In 2026, we will continue to strengthen our commitment to creating a safe, inclusive and respectful University community. Our focus will be on practical actions that support student wellbeing, prevent harm and promote a culture where everyone feels they belong.

1. Actions to support student safety and wellbeing governance

- Implement the National Higher Education Code to Prevent and Respond to Gender-based Violence to ensure consistent, student centred safety standards across the University.
- Deliver the University's response to the Australian Human Rights Commission (AHRC) Racism Report, embedding anti racism principles into prevention and response of harmful behaviour activities.
- Advance the University's Modern Slavery commitments by strengthening education and awareness of what constitutes modern slavery for students and staff.
- Amendments to the Discipline Rule to strengthen the University's approach to investigating and managing allegations of harmful behaviours.

2. Enhance Student Safety and Wellbeing Frameworks

- Develop and launch a new Student Safety and Wellbeing Plan 2027 -2030, setting clear priorities for prevention, early intervention and support.
- Expand prevention and education initiatives targeting harmful behaviours for students undertaking Work Integrated Learning (WIL), ensuring safe and respectful external learning environments.
- Strengthen access to support and information for complaints through the implementation of an Office of Integrity.

3. Expand Prevention and Education Programs

- Broaden the Enhancing RRR modules by developing modules to deepen understanding of coercive behaviours, queerphobia and ableism.
- Increase the reach and impact of student facing education campaigns through co design with diverse student communities.

4. Strengthen Student Engagement and Peer Led Initiatives

- Grow peer led activations, engagement opportunities and student run events to build community connection, belonging and shared responsibility for safety and wellbeing.
- Support student leaders with training and resources to deliver inclusive, culturally safe and prevention focused initiatives.

Appendix A: Trauma-informed framework

ANU is committed to embedding trauma-informed principles across all aspects of its work – in leadership, teaching, research, and support practices. This approach recognises that experiences of harm can affect how community members engage with the university and seeks to ensure that all interactions promote safety, trust, choice, and empowerment as well as respect for the diversity of our community.

Victim-survivors of GBV should expect to feel safe, respected, and supported to retain agency in all decisions relating to their disclosure and care. The trauma-informed framework below provides practical guidance to enable consistent, compassionate, and accountable responses to victim-survivors, and can also inform broader practice across the university.



Cultural Sensitivity and Diversity Awareness
Acknowledging and respecting people’s cultural and diverse backgrounds and the historical trauma they may have experienced.

* Under WHS legislation and other employment requirements, certain reported behaviours require ANU to act. In these instances, “Choice” refers to ensuring the community has access to support and clear information about available processes so they can make an informed decision prior to disclosing or reporting.



Contact us

For further information about this report, please contact:

Deputy Vice-Chancellor (Education)

The Australian National University
Canberra ACT 2600 Australia

For alternative formatting, please contact:

Inclusive & Respectful Communities

respect@anu.edu.au