



Janet Clarke Hall

THE UNIVERSITY OF MELBOURNE

Whole-of-Organisation Prevention and Response Plan

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

January 2026

Table of Contents

Page 3: Introduction

Page 4: Community at a Glance

Page 5: National Context and Residential College Risk

Page 6: Purpose, Evidence Base and Assessment Framework

Page 7: Continuum of Prevention, Response, and Recovery

Page 8: Structure of the Whole-of-Organisation Plan

Page 10: 1 - Accountable Leadership and Governance

Page 12: 2 - Safe Environments and Systems

Page 15: 3 - Knowledge and capability

Page 18: 4 - Safety and Support

Page 22: 5 - Safety and Support

Page 24: Glossary

Page 27: Appendix 1: Whole-of-Organisation Assessment

Page 52: Appendix 2: Employee Declaration Form

Page 53: Appendix 3: Gender Based Violence Training Matrix

Introduction:

Janet Clarke Hall is an independent residential college affiliated with the University of Melbourne. It was founded as the Trinity College Women's Hostel in 1886, becoming the first residential college for women in Australia, and one of the first anywhere in the world.

The College gained its independence from Trinity College in 1963 and became co-educational in 1973. It now admits students of all gender identities from the University of Melbourne, RMIT, and Monash University Faculty of Pharmacy and Pharmaceutical Sciences (Parkville Campus).

In 2026, Janet Clarke Hall will admit 100 students (of which, at least 85 will study at the University of Melbourne), following the creation of 4 additional student rooms.

The College is limited by guarantee and is governed by a skills-based board of both Executive and Non-Executive Directors.

The College currently employs 6 full time professional staff and a further 4 part-time staff. The College's Senior Leadership Team comprises the Principal and CEO, Deputy Principal, Business Manager, and Director of Advancement.

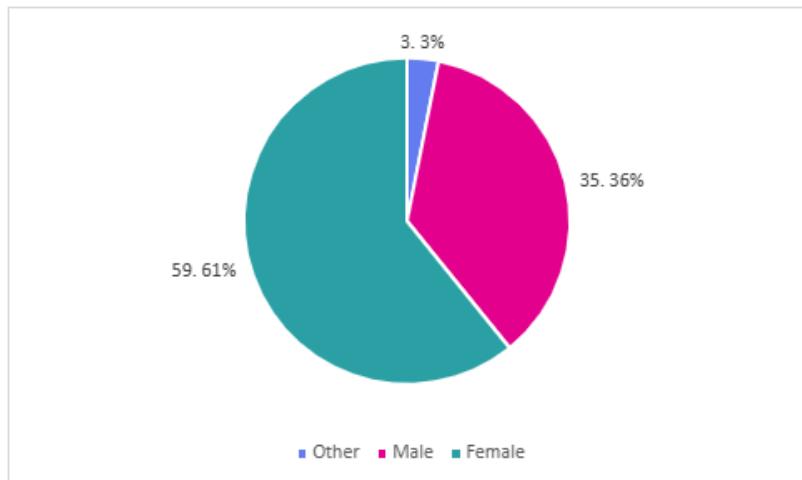
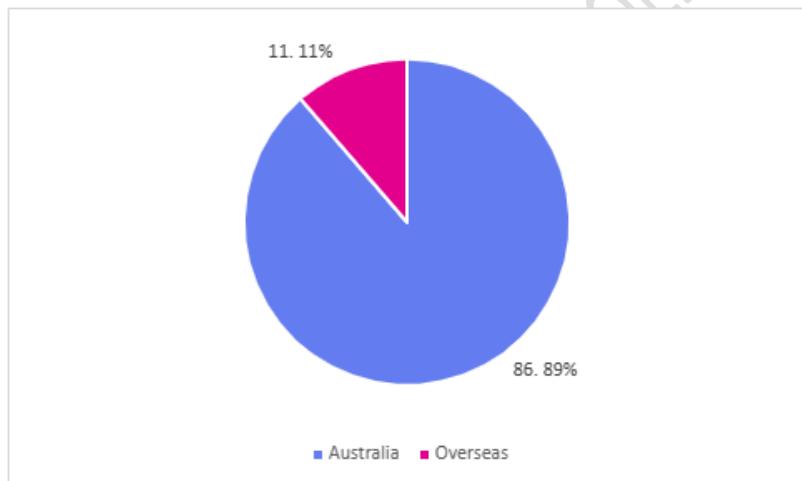
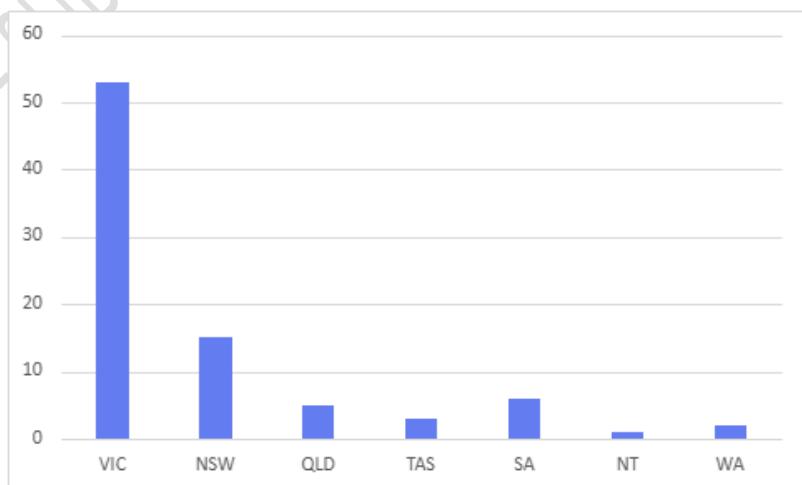
The College also employs

- 4 Residential Duty Tutors who provide out-of-hours (OOH) site cover and pastoral support to students; and
- over 50 Non-Resident Academic Tutors, who offer tutorials and consults to students during semester time.

The College also engages contractors, including our caterers, housekeepers, and gardeners.

As a residential living-and-learning community for young people from all over Australia and around the world, Janet Clarke Hall believes that physical and psychological safety are necessary conditions for academic and holistic flourishing.

The College wholeheartedly supports the intent and outcomes delivered by the National Code to Prevent and Respond to Gender-Based Violence (GBV) in Higher Education (The Code).

Community at a Glance:**Gender Identity of Student Cohort – Semester 2 2025****Nationality of Student Cohort – Semester 2 2025****Home State of Australian Student Cohort – Semester 2 2025**

National Context and Residential College Risk

The prevalence of gender-based violence (GBV) in Australia remains deeply concerning. Intimate partner violence is the leading contributor to death, disability, and ill-health among Australian women aged 18–44 (Webster, 2016).

Janet Clarke Hall is committed to reducing the occurrence of GBV, promoting awareness of its structural and social drivers, and maintaining a residential environment that is safe, inclusive, and respectful for all students, staff, and visitors.

Each year, the College welcomes new students with the understanding that some may have been directly or indirectly affected by GBV. Research, including *Change the Course* (2017) and the *National Student Safety Survey* (2021), highlights that universities and student accommodations are settings where the risk of GBV is heightened.

Janet Clarke Hall affirms a clear and unequivocal commitment to preventing GBV and continuously strengthening support mechanisms for those who have experienced gendered harm. As an educational institution responsible for the academic, personal, and social development of young adults, the College adopts a whole-of-organisation approach to the prevention, early intervention, and response to GBV.

Purpose, Evidence Base and Assessment Framework

This Whole-of-Organisation Prevention and Response Plan sets out Janet Clarke Hall's commitments to fulfilling the requirements of the National Higher Education Code. It establishes a coordinated framework to prevent gender-based violence (GBV), support those affected, and ensure effective, accountable responses across the College. The Plan is informed by a Whole-of-Organisation assessment of enablers, systemic risks, and barriers to preventing GBV at Janet Clarke Hall, provided in Appendix 1.

Both the Plan and the underlying assessment are grounded in an understanding of the gendered drivers of violence against women, as outlined in *Change the Story*, the national framework developed by Our Watch. These gendered drivers also underpin the *National Plan to End Violence Against Women and Children 2022–2032*, Australia's national policy framework aimed at ending GBV within one generation.

The identified gendered drivers include:

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

Source: Our Watch, [Change the Story](#)

Other forms of discrimination and inequality—such as racism, homophobia, and transphobia—frequently intersect with gender inequality, compounding individuals' experiences of violence. Research further demonstrates that the risk of violence increases when men holding discriminatory attitudes toward women or other marginalised groups misuse alcohol or drugs, or engage in gambling.

Continuum of Prevention, Response, and Recovery

Janet Clarke Hall's whole of organisation approach works across the continuum of Primary Prevention, Early Intervention, Response, and Recovery.

We have clear commitments and deliverable actions for each as outlined below.

	Our Commitment	Commitment in Action
Primary Prevention (whole of community approach)	Whole of community initiatives that encourage a culture of respect and address the drivers of gender-based violence.	Students participate in multiple primary prevention of gender-based violence workshops.
Early Intervention (secondary prevention)	Janet Clarke Hall aims to change the trajectory for individuals at higher-than-average risk of perpetration or experiencing violence.	Provides all students with intentional learning opportunities to develop their knowledge of gender equity, diversity, and inclusion while increasing their emotional literacy and capacity and confidence to act.
Response (tertiary prevention)	Janet Clarke Hall supports victim-survivors and holds perpetrators to account, aiming to prevent the recurrence of violence.	Provides accessible pathways for reporting incidents of gender-based violence via RespectX and delivers trauma-informed, person-centred support to victim-survivors. This includes ensuring all wellbeing staff are trained in trauma-informed responses to disclosures, supporting respondents alongside clear and fair disciplinary processes, and maintaining accountability in line with College policies.
Recovery	Janet Clarke Hall provides support to victim-survivors and the wider community to find safety, health, wellbeing, resilience and to thrive in all areas of life.	Provide victim-survivors and the wider community with ongoing support both within College, University of Melbourne counselling support and external gender-based violence support services.

Structure of the Whole-of-Organisation Plan

This Whole-of-Organisation Prevention and Response Plan is structured into five key focus areas that align with the requirements of the National Higher Education Code to Prevent and Respond to Gender-Based Violence.

Together, these focus areas reflect a whole-of-organisation approach to prevention, early intervention, response and continuous improvement, and provide a clear framework for accountability, implementation and evaluation across the College.

The five key relevant focus areas that align with the National Code are:



Each of the five focus areas addresses the mandatory requirements of the National Higher Education Code to Prevent and Respond to Gender-Based Violence, outlining how Janet Clarke Hall meets its obligations through existing policies, systems, practices and governance arrangements.

In addition, each focus area includes a summary of additional actions identified through the Whole-of-Organisation assessment. These actions respond to identified enablers, systemic risks and barriers, and are intended to strengthen practice beyond minimum compliance, support continuous improvement, and enhancing the College's capacity to prevent and respond to gender-based violence over time.

DRAFT - SUBJECT TO APPROVAL OF COLLEGE COUNCIL

1. Accountable Leadership and Governance

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
<p>7.2: A Provider must require a student accommodation provider to prepare, implement and publish on its website a Whole-of-Organisation Prevention and Response Plan.</p>	<p>Whole-of-Organisation plan to be reviewed and approved by College Board</p> <p>Create a Diversity, Equity and Inclusion (DEI) Working Group that includes students, staff and external advisors.</p> <p>This group will meet each semester and will, amongst other areas of focus, discuss this whole organisation plan, our actions, and review policies to create a more safe and equitable environment.</p>	<p>Janet Clarke Hall's Whole-of-Organisation Prevention and Response plan has been published on our website. The plan has been developed internally by senior staff. It has not yet been reviewed or endorsed by the Board and has involved limited student consultation as key guidance was received after the end-of-year exam period and after the final board meeting of 2025.</p>
<p>7.3: A Provider must require a student accommodation provider to monitor and measure the impact of the Prevention and Response Plan on an ongoing basis and update the Prevention and Response Plan at least every four years.</p>	<p>Review opportunities for consistent monitoring and evaluation of all education and training opportunities.</p> <p>Partner with [PROVIDERS TBC – late January 2026], UMSU, and the Residential Experience Standard Survey (RES) to monitor and evaluate the impact of primary prevention strategies in increasing the knowledge and capacity of our students and staff.</p>	<p>Janet Clarke Hall will work with the internal DEI Working Group to ensure the whole-of-organisation prevention and response plan is reviewed and updated at least every four years with the next plan to be finalised by December 2029.</p> <p>Janet Clarke Hall will undertake a prevalence survey for returning students at the beginning of every year through our</p>

		<p>anonymous reporting tool, RespectX and will use this data point as a key longitudinal metric.</p> <p>JCH will use the Residential Experience Standard (RES) as a third-party survey provider that captures key metrics relating to student safety, knowledge of reporting options, and level of confidence in reporting.</p>
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Additional Actions from Whole-of Organisation Assessment

- Review staff entitlements to determine opportunities for improving gender equity and how best to support those experiencing gender and family-based violence.
- Source and engage an expert training provider who offers training to governing bodies on GBV, gender equality, diversity and inclusion. Ensure all new directors are on-boarded with this training opportunity within one-year of joining the board.
- Introduce KPIs for the Principal and Deputy Principal specific to ongoing GBV prevention programs and initiatives.
- Engage 3-4 key feeder schools in understanding their culture and approach to educating for prevention of GBV to explore opportunities to create continuity in educational experience between secondary and tertiary settings.

2. Safe Environments and Systems

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
<p>7.4a: A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> • require its staff to declare any previous investigations or substantiated allegations of gender-based violence in similar roles; • consider any declaration and associated risks in employment/engagement decision-making; • consider any substantiated allegations found during a person's employment with the College in promotion/recognition processes; and • require staff to declare any existing or previous intimate personal relationship with a resident and manage and monitor any associated risks. 	<p>Review the College's recruitment process and introduce a mandatory declaration form for candidates re. any previous investigations or substantiated allegations of gender-based violence in similar roles and / or any existing or previous intimate personal relationship with a resident.</p> <p>Introduce a mandatory declaration form for existing staff members via the College's online Staff Portal.</p>	<p>JCH requires all employees and potential employees to complete the mandatory declaration form shown as Appendix 2.</p> <p>If a declaration is made, a risk assessment is undertaken to determine appropriate action.</p>
<p>7.4b: A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> • prohibit the use of a Non-Disclosure Agreement, unless requested by the Discloser • if requested, ensure it does not stop the Discloser from sharing information as part of seeking support; and • ensure any settlement agreements do not contain a non-disparagement clause. 	<p>Review the College's policy framework and ensure all relevant staff are aware of these requirements.</p>	<p>JCH's policy framework makes clear that NDA's and non disparagement clauses are not permitted unless the discloser requests them.</p>
<p>7.4c: A Provider must require a student accommodation provider to:</p>	<p>Schedule a review of the College's policy at least every three</p>	<p>JCH has adopted a policy that is separate from the University of</p>

<ul style="list-style-type: none">• adopt the Provider's policies and procedures on preventing and responding to Gender-based Violence OR have and implement their own that meet National Code requirements; and• develop and review the policy at least every three years in consultation with relevant stakeholders.	years, with the next review scheduled for October 2028.	Melbourne and specific to a residential living-and-learning setting. The policy has been formed following broad consultation as outlined in the assessment in Appendix 1 and will be reviewed at least every three years.
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**Note: only additional actions were identified from the whole-of-organisation assessment. As such, existing key actions have been omitted from this table.*

Additional Actions from Whole-of Organisation Assessment

- Review JCH's marketing and recruitment collateral to ensure they clearly communicate our expected cultural norms and values relating to respect, equity, diversity and inclusion.
- JCH will strengthen contractor onboarding and compliance systems by requiring appropriate levels of prevention training, regular checks, and mandatory reporting of safety concerns.
- JCH will review contracts with vendors who have high levels of student contact (catering, housekeeping, etc.) to ensure appropriate training expectations and employment screening are in place to manage risk.
- JCH will strengthen employment reference checks to validate declarations regarding prior investigations or allegations and appropriately consider associated risks in employment decisions.
- Investigate opportunities for improving information sharing from the university to the College with respect to students entering the College after their first year of study who may have been subject to investigations or allegations in the context of their studies, through the separate and independent university processes and systems.

3. Knowledge and capability

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
<p>7.5: A Provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> • require residents and staff to complete prevention education and training and responding to disclosures training that: meets requirements of Standard 3; is tailored to the student accommodation environment; and is delivered or approved by the provider • promote evidence-based prevention messaging tailored to the student accommodation environment evaluate any initiatives and use findings to inform future activities. 	<p>JCH will require all students, in addition to student leaders and residential staff, to complete bystander intervention training that addresses drivers of gender-based violence, responding to disclosures, trauma-informed practice, and access to support services, in accordance with the training requirements of the Code.</p> <p>JCH will require all Non-Residential Academic Tutors to complete onboarding training in gender-based violence prevention and response, ensuring academic staff understand their role in fostering a safe and respectful community.</p>	<p>JCH has a robust approach to training and education that aligns with the requirements of the Code.</p>
<p>7.6: A Provider must require a student accommodation provider to ensure risk assessments are only undertaken by people with expertise prescribed in Standard 3, and when internal capability is not sufficient,</p>	<p>Review opportunities for consistent monitoring and evaluation of all education and</p>	<p>JCH has engaged Code Black Psychology to provide an evidence-based and expert-informed risk assessment</p>

engage a person with the requisite expertise.	training opportunities. Partner with Our Watch, Man Cave and UMSU to monitor and evaluate the impact of primary prevention strategies in increasing the knowledge and capacity of our students and staff.	template to be used by senior staff who possess necessary experience and following training provided by Code Black Psychology.
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Additional Actions from Whole-of Organisation Assessment

- Implement Equality focused training or programs including unconscious bias training, multicultural awareness training and Gender Equity Victoria's 'Introduction to Gender Equity Training for staff and student leaders.
- Coordinate an intercollegiate workshop through the ManCave designed to equip leaders in the community with the skills to connect with students and make meaningful change. This will include understanding modern men and the factors that shape their behaviour and wellbeing, recognising relationships as a protective factor in emotional development, learning practical strategies for building relationships with students, and creating a structured plan for embedding this in a college context.
- Implement on-boarding training on gender-based violence for non-residential tutors, ensuring that all casual academic staff understand their position in fostering safe and respectful environments.
- Introduce multicultural awareness training to improve our community understanding of how culture, gender, sexuality, race, and disability shape people's experiences of inclusion, belonging, and safety
- Provide training on 'Normalisation of Deviance' to all residential staff to ensure greater understanding of cultural norms and challenging poor behaviour
- Utilise professional voices such as Daniel Principe in the provision of education to residents on respectful, lawful, and safe use of online platforms, including guidance on online content and pornography that may reinforce harmful gender stereotypes.
- Audit our marketing and recruitment collateral to ensure they directly address our expected cultural norms and values relating to respect, equity, diversity and inclusion.
- Promote the QuickFix Good Night Out evaluation to students to strengthen our commitment to evidence-based prevention and improve our understanding of effective alcohol and drug harm-minimisation strategies.

4. Safety and Support

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
<p>7.7 a-c: A provider must require a student accommodation provider to:</p> <ul style="list-style-type: none"> ensure its responses, practices and support services are safe, person centred and trauma informed provide or facilitate access to support services to disclosers and respondents promote and disseminate information on how residents and staff can access policies, procedures and support services. 	<p>Formalise communication pathways with the University's Safe Community Programs / CAPS / wellbeing offices for clarity in escalation, student support, reporting, etc.</p>	<p>JCH has a robust approach to training and education that aligns with the requirements of the Code. A full list of training and relevant vendors is provided as an attachment to the assessment in Appendix 3.</p> <p>JCH has an MOU with Cairnmillar, a local psychology clinic, minimising barriers to accessing support through reduced wait times for support and the provision of financial aid to students and staff.</p>
<p>7.7d: A provider must require a student accommodation provider to undertake a risk assessment following every disclosure and formal report.</p>		<p>JCH has engaged Code Black Psychology to provide an evidence based and expert-informed risk assessment template to be used by senior staff who possess necessary experience and following training provided by Code</p>

		Black Psychology.
7.7ei Where a disclosure relates to behaviour occurring in residence or at an event organised by the residence, a provider must require a student accommodation provider to take all necessary action to manage risk, including relocation of the respondent where required and facilitating urgent access to support services.	Investigate opportunities for ensuring consistently available emergency accommodation for the purposes of temporary relocation of a respondent. This may involve collaborating with the university and/or other affiliated colleges.	JCH's policy makes clear that relocation of a respondent is a reasonable and non-judgemental, non-punitive action. JCH will temporarily accommodate respondents in a nearby hotel if necessary, taking due care to ensure their safety in this alternate accommodation.
7.7eii: A provider must have arrangements in place with a student accommodation provider to enable a discloser to choose the provider to lead the response to a disclosure, and the student accommodation provider must cooperate fully and implement any outcomes decided by the provider.	Review and update our student-facing documents (Student Handbook, etc.) to ensure that it is clear that a student may choose the provider to lead a response to their disclosure.	JCH's policy framework makes clear that students are permitted and encouraged to decide whether the university or the College lead a response. The legally binding MoU between JCH and the University of Melbourne also acknowledges this shared obligation.
7.7eiii: A provider must have arrangements in place with a student accommodation provider to enable a discloser to choose the student accommodation provider to lead the response to the disclosure, and the student accommodation provider must: <ul style="list-style-type: none"> undertake a risk assessment within 48 hours and from this determine necessary safety measures 		JCH has engaged Code Black Psychology to provide an evidence based and expert informed risk assessment template to be used by senior staff who possess necessary experience and following training provided by Code Black Psychology. The College

<p>(including relocation of the respondent) and immediately implement them</p> <ul style="list-style-type: none">• manage and monitor risk• share necessary information with the provider to protect safety of others• implement support plans for both disclosers and respondents that meet requirements of Standard 4 within 48 hours.	<p>ensures that at least one senior staff member is available for undertaking risk assessments on a rotating roster during the academic year. The legally binding MoU with the University of Melbourne includes obligations to share information to protect the safety of others if required based on the outcome of a risk assessment and clear communication pathways have been established with the Office of the Academic Registrar and the University Safer Communities unit.</p>
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Additional Actions from Whole-of Organisation Assessment

- Investigate opportunities for improving information sharing from the university to the College with respect to students entering the College after their first year of study who may have been subject to investigations or allegations in the context of their studies, through the separate and independent university processes and systems.

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5. Safety and Support

Mandatory Requirements

National Code Standard Summary	Key Actions	Evidence of Completion
7.8 a-c: A provider must require a student accommodation provider to collect and report data prescribed by Standard 6, where applicable.	The adoption and implementation of the Residential Experience Standards (RES) Survey to allow the strengthening of our program delivery by embedding evidence-based and sector-benchmarked frameworks for measuring students' residential experiences.	JCH utilises the RespectX platform as an anonymous reporting and case management system. RespectX will enable JCH to report to University of Melbourne on the key requirements under Standard 6 of the Code. JCH has a legally binding agreement with the University of Melbourne that provides clear expectations on reporting frequency.

Additional Actions from Whole-of Organisation Assessment

- Amend the annual Orientation week survey to collect information on sense of belonging, safety, and reporting pathways.

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Glossary

Source Note

The definitions in this glossary are provided for the purposes of this Whole-of-Organisation Prevention and Response Plan. They are informed by the National Higher Education Code to Prevent and Respond to Gender-Based Violence, Australia's national framework for preventing violence against women (Change the Story, Our Watch), the National Plan to End Violence Against Women and Children 2022–2032, and established practice within Australian higher education and residential college settings. The glossary is intended to support shared understanding of key terms as they are used within this Plan and does not replace or supersede any legislative or regulatory definitions.

Accountable Leadership and Governance

The systems, structures and processes through which the College's governing body and senior leadership exercise oversight, set expectations, allocate responsibility, monitor performance and ensure compliance with the National Code and relevant legislation.

Additional Actions

Actions identified through the Whole-of-Organisation assessment that go beyond minimum compliance with the National Code and are designed to strengthen prevention, response, evaluation and continuous improvement.

Bystander Intervention

Evidence-based approaches that build the skills and confidence of individuals to safely challenge, interrupt or respond to behaviours and attitudes that contribute to gender-based violence or disrespectful conduct.

Change the Story

Australia's national framework for preventing violence against women, developed by Our Watch, which identifies the gendered drivers of violence and informs primary prevention approaches.

Code (National Higher Education Code)

The National Higher Education Code to Prevent and Respond to Gender-Based Violence, which sets mandatory standards and requirements for higher education providers and student accommodation providers.

Discloser

A person who shares information about an experience of gender-based violence, whether formally or informally, and whether or not they choose to make a report or complaint.

Disclosure

The act of sharing information about an experience of gender-based violence. A disclosure does not require a formal complaint or investigation.

Early Intervention

Actions taken to identify, respond to and address concerns at an early stage to prevent escalation, reduce harm and support wellbeing.

Gender-Based Violence (GBV)

Violence, abuse or harmful behaviour directed at an individual because of their gender, gender identity or sexual orientation, or that disproportionately affects women and gender-diverse

people. This includes sexual assault, sexual harassment, intimate partner violence, coercive control and other related behaviours.

Gendered Drivers of Violence

The social and structural factors that create and reinforce gender inequality and increase the likelihood of violence against women, as defined in Change the Story.

Gender Equality

Involves equality for people of all genders. This term is used in the substantive sense to mean not only equality of opportunity but also equal or just outcomes (sometimes also called equity). It requires the redistribution of power, resources and responsibilities between men and women in particular, and the transformation of the underlying causes and structures that create and sustain gender inequality.

Mandatory Requirements

Obligations set out in the National Code that student accommodation providers must meet, including requirements relating to governance, training, reporting, risk assessment, support and data collection.

Primary Prevention

Actions aimed at preventing gender-based violence before it occurs by addressing underlying drivers, norms and behaviours.

Respondent

A person whose behaviour is the subject of a disclosure, report or investigation relating to gender-based violence.

Response

The actions taken by the College following a disclosure or report, including risk assessment, safety planning, support provision, referrals, information sharing and disciplinary processes where required.

Risk Assessment

A structured process undertaken by trained and appropriately qualified staff to assess immediate and ongoing safety risks following a disclosure or report of gender-based violence.

Safe Environments and Systems

The physical, digital, policy and operational systems that reduce risk, support safety and enable appropriate prevention and response within the residential setting.

Safety and Support

Trauma-informed, person-centred practices that prioritise the safety, wellbeing and agency of those affected by gender-based violence, including access to internal and external support services.

Trauma-Informed Practice

An approach that recognises the prevalence and impact of trauma, prioritises safety and choice, avoids re-traumatisation, and supports empowerment and recovery.

Whole-of-Organisation Approach

An approach that embeds prevention and response to gender-based violence across all areas of the organisation, including governance, leadership, staff, students, systems, culture and partnerships.

Whole-of-Organisation Assessment

A structured assessment of enablers, systemic risks and barriers across key areas of operation, undertaken to inform the development, implementation and continuous improvement of the Prevention and Response Plan.

Appendix 1



Janet Clarke Hall

THE UNIVERSITY OF MELBOURNE

Whole-of-Organisation Assessment

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

January 2026

Executive Summary

This Whole-of-Organisation Assessment has been developed in line with the requirements of the National Higher Education Code to Prevent and Respond to Gender-Based Violence (GBV). It reflects Janet Clarke Hall's longstanding commitment to cultivating a residential community that is safe, respectful, and inclusive for all who live, work, and study within it.

The assessment adopts an evidence-informed, whole-of-community approach and aligns with *Change the Story* and the *National Plan to End Violence Against Women and Children 2022–2032*. It recognises the gendered nature of violence and the ways in which intersecting forms of disadvantage and inequality can increase vulnerability. The analysis considers seven key operational domains relevant to residential colleges, identifying strengths, enabling factors, systemic risks, barriers, and priority actions.

Janet Clarke Hall demonstrates a range of established strengths that underpin its approach to prevention and response. Central to these is a clearly articulated and consistently embedded Values framework—Community, Courage, Curiosity, Excellence and Generosity—which informs leadership practice, policy development, service delivery, and the student experience. Together with a shared and explicit commitment to respect, inclusion, and equity, these Values support a residential culture in which members of the community are supported to feel safe, recognised, and valued.

The College benefits from experienced and highly engaged senior leadership. The Principal and Deputy Principal bring significant expertise drawn from higher education contexts in Australia, the United States, and the United Kingdom, and contribute actively to intercollegiate, university-level, and national initiatives addressing GBV. JCH's tiered residential wellbeing model—encompassing the Senior Leadership Team, professional day staff, Residential Duty Tutors, Non-Resident Academic Tutors, and specialist mental health practitioners from the Cairnmillar Institute—prioritises visibility, early identification of concerns, clear escalation pathways, and appropriate professional boundaries between staff and students.

The College also delivers a comprehensive suite of education and primary prevention initiatives. These include consent and respectful relationships education, bystander intervention training, programs engaging with masculinities, and initiatives addressing intersectionality, culture, and accessibility. These efforts are supported by strong student awareness of reporting pathways, including widespread familiarity with the RespectX anonymous online reporting and case management system.

JCH's approach is further strengthened through the use of evidence-based tools and strategic partnerships. These include collaboration with Elephant Ed; Trans Wellbeing; CAPS; the UMSU Sexual Harm Response Team; the Cairnmillar Institute; and participation in sector-wide evaluation mechanisms such as the Residential Experience Standard (RES) survey.

Oversight and accountability are reinforced through active governance by the College Council, alongside the formal recognition of GBV as an institutional risk within the College's risk management framework and associated processes.

The assessment also identifies a number of systemic risks that are common to residential college environments. These include:

- elevated risk associated with communal living, particularly during periods of transition and at social events where alcohol is present;
- the cyclical turnover of residents, including the intake of new and mid-year students with varying prior exposure to respectful relationships education; and
- inherent power differentials between staff and students, senior and junior residents, and student leaders and non-leaders.

Additional risks may arise from:

- engagement with online platforms and social media environments that can reinforce misogynistic or harmful norms;
- reliance on external contractors and volunteers who may not consistently receive equivalent induction or training; and
- capacity pressures linked to a relatively small senior staff cohort during periods of heightened demand or multiple concurrent incidents.

The assessment further acknowledges several practical and perceived barriers to effective prevention and response, including:

- prevailing social norms around alcohol consumption that can undermine harm minimisation strategies;
- challenges in balancing individual privacy and autonomy with appropriate oversight of informal or online student spaces;
- competing academic, employment, and personal commitments that may limit participation in education and training activities;
- physical infrastructure constraints requiring careful management of safety and privacy considerations;
- strong community bonds that may unintentionally discourage individuals from raising concerns or challenging peer behaviour; and
- perceptions that anonymity in reporting can be difficult to achieve within a small, close-knit residential community of approximately 100 students.

In response to these findings, Janet Clarke Hall has identified a series of forward-looking actions to further strengthen its whole-of-organisation approach. These include:

- extending bystander intervention training to all students and staff;
- introducing additional education focused on intersectionality and cultural competence;

- delivering evidence-based, gender-responsive prevention initiatives alongside programs engaging with masculinities;
- strengthening induction, training, and reporting expectations for contractors and external providers;
- enhancing data collection, benchmarking, and evaluation through mechanisms such as the RES survey; and
- establishing a Diversity, Equity and Inclusion (DEI) working group with both staff and student representation to promote accountability, shared ownership, and continuous improvement.

Overall, this assessment concludes that Janet Clarke Hall has a strong and well-established foundation across leadership, culture, systems, and service delivery, closely aligned with sector best practice in the prevention of, and response to, GBV. The actions identified through this process will further strengthen consistency, address identified risks and perceived barriers, and support ongoing progress toward a residential environment that is safe, respectful, and inclusive for all members of the JCH community.

Introduction

This whole-of-organisation assessment provides an evidence-informed overview of JCH's strengths, challenges, and areas for development in relation to preventing GBV and supporting victim-survivors. These are framed as enablers, risks, and barriers, consistent with the language and structure of the National Code.

The assessment identifies the following areas of operation as relevant to JCH, aligning with those outlined in the National Code:

1. Leadership, culture and environment
2. Structures, norms and practices
3. Systems and infrastructure
4. Service delivery
5. Policies and procedures
6. Management and governance
7. Community engagement

The assessment is intended to inform JCH's strategic decision-making, guide future planning, and ensure alignment with national expectations and sector good practice.

This assessment was completed by the Principal and CEO and the Deputy Principal, who hold oversight and responsibility for student wellbeing and support within the College. It has been informed by the following sources of information and feedback:

- qualitative and quantitative findings from the Residential Experience Standard (RES) survey conducted in October 2025, which captures student awareness of, and confidence in, reporting pathways and the College's policy framework;
- findings from a student survey conducted by Moores Legal, the third-party legal experts engaged to develop and update policy frameworks for several of the University of Melbourne's affiliated residential colleges, including JCH. The survey received 238 responses across seven affiliated colleges and included representation from LGBTIQA+ students, students from culturally diverse backgrounds, and students with lived experience of GBV; and
- outcomes from three focus group workshops facilitated by Moores Legal across seven affiliated colleges of the University of Melbourne. These workshops involved student leaders and senior staff with existing responsibilities for preventing and responding to GBV within their communities.

Area of operation: Leadership, culture and environment

JCH operates with a small, dedicated staff team comprising the following roles:

- **Principal and CEO (FT)**
- **Deputy Principal (FT)**
- **Business Manager (FT)**
- **Director of Advancement (PT)**
- Dean of Academics and Employability (FT)
- College Administrator (FT)
- Facilities Manager (FT)
- Librarian and Archives Officer (PT)
- Publications Officer (PT)

Members of the Senior Leadership Team (the Principal and CEO and their direct reports) are indicated in **bold**.

In addition, the College employs:

- four Residential Duty Tutors who provide out-of-hours (OOH) site coverage and pastoral care for students; and
- more than 50 Non-Resident Academic Tutors who deliver tutorials and student consultations during semester time.

JCH also engages a range of contractors, including catering, housekeeping, and gardening services. The Principal and CEO is accountable to the Board, while the student body, through the Student Club, elects a representative leadership group known as the Student Club Executive Committee. The College values its collaborative approach to culture-building, characterised by a strong connection, shared purpose, and alignment between staff and student leaders.

Enablers

- The Principal and CEO brings nearly 20 years' experience working across residential college and university contexts, with a strong focus on gender equity and the primary prevention of, and response to, GBV. The Deputy Principal has more than 20 years' experience in secondary education and residential college environments. Both contribute to sector-wide leadership and cultural change in relation to GBV through active participation in the University of Melbourne Heads Executive, the University of Melbourne Colleges Prevention and Response Community of Practice, the University Colleges Australia (UCA) Executive, the UCA Deans and Deputies Group, and the Asia Pacific Student Accommodation Association (APSAA).
- JCH maintains a residential staff-to-student ratio of approximately 1:17 (six residential staff supporting around 100 students). All residential staff receive training in:
 - primary prevention of and response to GBV;

- mental and physical health first aid;
 - drug and alcohol harm minimisation; and
 - bystander intervention.
- A team comprising four Residential Duty Tutors and the resident Dean of Academics and Employability provides OOH supervision, student wellbeing support, and crisis response, ensuring that student leaders are not responsible for after-hours support or incident management.
- JCH engages a range of specialist training providers and professionals to build the capability of students, student leaders, and staff in both the prevention of and response to GBV. A detailed training matrix is attached to this document.
- The College utilises the secure RespectX online platform to facilitate accessible reporting and trauma-informed case management.
- The JCH Student Club aims to reflect the diversity of the student body through representative roles, including:
 - an international student representative;
 - an Indigenous student representative;
 - an LGBTQIA+ student representative; and
 - a representative for students with accessibility needs (including neurodiversity, physical disability, and chronic illness).

Systemic Risks

- Findings from the Australian Human Rights Commission's *Change the Course* survey indicate that students living in residential colleges are seven times more likely to experience sexual assault than non-college students. This elevated risk has been linked to cultural norms, traditions, and attitudes present in some residential college environments, including practices associated with bullying, hazing, and predatory behaviour.
- Research by Our Watch indicates that:
 - 39% of women have experienced violence since the age of 15;
 - 27% of women have experienced violence, emotional abuse, or economic abuse by a cohabiting partner since the age of 15;
 - nearly one in three women (31%) have experienced physical violence since the age of 15;
 - more than one in five women (22%) have experienced sexual violence since the age of 15; and
 - one in four Australian men aged 18 to 45 report having used physical and/or sexual violence against an intimate partner.
- Historically, in-depth GBV training was mandated primarily for senior and residential staff roles. From 2026, all staff will be required to complete role-appropriate training in GBV prevention and response. Ensuring sustained engagement across all stakeholder groups and appropriately scaling this training across the community will be a priority.
- Incoming students may arrive at College with limited understanding of the drivers of GBV, reflecting inconsistent delivery of Respectful Relationships education across primary and secondary schooling.

- JCH is committed to building a staff team that reflects the diversity of its student population; however, the small size of the team can make achieving representation across all intersectional dimensions challenging.
- A majority of the College's approximately 100 students (around 65%) identify as female and may also identify as queer, culturally diverse, neurodiverse, and/or from a low socioeconomic background.

Barriers

- High student turnover, with most residents departing after two years, presents challenges in sustaining a consistently safe and respectful culture and maintaining momentum in addressing the drivers of GBV.
- Each year, between 40% and 60% of the student cohort is new to the College. These students arrive from secondary school environments with established norms and values that may not always align with College expectations.
- As the National Code was passed in the latter part of the academic year, the College's Plan was not able to undergo the depth of consultation with residents and Student Club leaders that would ordinarily be undertaken.
- Regular turnover among Residential Duty Tutors (approximately every two years) and Non-Resident Academic Tutors (every one to four years) creates an ongoing challenge in ensuring timely delivery and uptake of appropriate training and skills development.
- The small size of the Senior Leadership Team, with only one member in residence, can limit the on-site availability of key decision-makers during crisis situations.
- While students are increasingly aware of the drivers of GBV, there can be a gap in confidence and willingness to act as active bystanders, particularly in contexts involving power imbalances.

Key Actions in Response

- Continue to require all students to complete mandatory bystander training at the commencement of each academic year. This training will address the drivers of GBV, the four Ds of bystander intervention, trauma-informed approaches to disclosures, and awareness of available support services.
- Conduct a review of staff entitlements to identify opportunities to strengthen gender equity and enhance support for those experiencing gender- and family-based violence.
- Implement onboarding training in GBV prevention and response for Non-Resident Academic Tutors, ensuring all casual academic staff understand their role in fostering a safe and respectful environment. This will include guidance on recognising, responding to, and appropriately escalating concerns.
- Continue to use the Residential Experience Standards (RES) Survey to gather student feedback on awareness of, and confidence in, reporting pathways and institutional responses.

- Introduce multicultural awareness training to deepen understanding of how culture, gender, sexuality, race, and disability shape experiences of inclusion, belonging, and safety.
- Establish a Diversity, Equity and Inclusion (DEI) Working Group comprising both students and staff. This group will meet each semester to review the College's Whole-of-Organisation (WOO) Plan, monitor actions, and examine policies with a view to strengthening safety, equity, and inclusion across the College.

DRAFT - SUBJECT TO APPROVAL OF COLLEGE COUNCIL

Area of operation: Structures, norms and practices

Janet Clarke Hall is guided by a clearly defined set of College Values – *Community, Courage, Curiosity, Generosity and Excellence* – which shape the expectations, behaviours, and day-to-day practices of the residential community. These Values operate as communal ‘touchstones’ for decision-making and conduct, informing the culture co-created by students and staff alike.

Leadership modelling is central to fostering a community in which learning, trust, and strong relationships are prioritised. Members of the Senior Leadership Team, Day Staff, Residential Duty Tutors, Non-Residential Academic Tutors, and student leaders work collaboratively to maintain an environment that is respectful, supportive, and safe for all residents.

Expectations relating to conduct and community standards are communicated and reinforced throughout the student lifecycle. Prior to arrival, students participate in in-person or online interviews with the Principal and CEO or Deputy Principal and complete mandatory pre-arrival online modules. These expectations are further embedded through orientation programs and reinforced across the academic year via ongoing education and training, regular mentoring and check-in processes, and the use of the College’s secure online reporting and case management platform, RespectX. This layered and continuous approach enables the early identification of emerging concerns, misalignment with College Values, or inappropriate behaviour, and supports timely and proportionate responses.

Taken together, the organisational structures, norms, and practices of Janet Clarke Hall are intentionally designed to place student safety, wellbeing, and mutual respect at the centre of residential life.

Enablers

- As articulated in the *Strategic Plan 2024 – 2029*, JCH is committed to cultivating a warm, welcoming, and inclusive College culture for students, staff, and visitors alike.
- The College Values – *Community, Courage, Curiosity, Generosity and Excellence* – are embedded in everyday practice through:
 - **Visible leadership modelling:** Staff and student leaders consistently demonstrate inclusive language, respectful attitudes and behaviours, and constructive approaches to navigating conflict and relationships within a community setting.
 - **Integration into community programming:** The College Values are embedded across new student orientation, student leadership development initiatives, the tutorial program, wellbeing activities, and everyday interactions, reinforcing shared expectations.
 - **Shared responsibility for culture:** Student leaders partner closely with staff to take collective responsibility for cultivating a safe, respectful, and inclusive culture through peer-led initiatives, leadership roles, and

ongoing reflection on the appropriateness and relevance of traditions and norms.

- **Regular engagement with students:** Frequent contact between students and staff and/or Residential Duty Tutors supports early intervention conversations related to respect, behaviour, and holistic wellbeing. These check-ins empower students to reflect, seek support, and develop positive wellbeing practices.
- **Inclusion and belonging:** Wellbeing initiatives, communications, and all residential events and activities are intentionally designed to ensure students of *all* backgrounds, genders, identities, and cultures feel welcomed, included, and valued.
- **Anonymous reporting tool:** JCH utilises RespectX, a secure and anonymous online reporting and case management platform, which supports a culture of respect and safety by enabling students to raise concerns without fear of social repercussions. All new and returning students will receive training in the use of RespectX at the commencement of the 2026 academic year.
- **Visible commitment to inclusivity:** The College actively demonstrates its commitment to diversity, inclusion, and respect through practical and environmental cues, including non-gendered toilet signage; Acknowledgement of Country artwork; other Indigenous artworks; Pride and consent education materials displayed throughout the College; free sanitary products in all bathrooms; diverse representation in student leadership; and inclusive website content. Together, these measures reinforce that all students are safe, respected, welcomed, and valued within the community.
- The Principal and CEO and Deputy Principal have completed specialised training with Avyon Consulting (delivered by Kim Copeland) focused on the normalisation of deviance and the importance of trauma-informed, safety-first approaches to student support. This training was designed to build confidence in identifying emerging cultural risks, disrupting unsafe norms, challenging entrenched traditions, and reinforcing expectations around safety within a residential college environment.
- Janet Clarke Hall maintains a robust staffing structure to support students, including:
 - **Senior Leadership Team:** The Principal and CEO and Deputy Principal are responsible for responding to student disclosures, supporting students, managing wellbeing concerns, responding to critical incidents, facilitating referrals to specialist services, and overseeing systems such as RespectX to monitor whole-of-community wellbeing. They also coordinate staff and student training, design and deliver College wellbeing education programs, and ensure compliance with University and legislative requirements.
 - **Other staff:** In a small college setting such as JCH, *all* staff are student-facing. Accordingly, all staff receive training on the drivers of GBV and the importance of bystander intervention. Day Staff are not expected to manage complex student matters but are responsible for escalating concerns to senior colleagues, ideally with the student's consent.

- **Residential Duty Tutors:** RDTs are assigned a group of students, typically based on wing or corridor, and meet with these students individually and collectively to support their integration into College life, personal and professional development, and holistic wellbeing. RDTs do not manage complex student issues but act as a key liaison between students and staff, promote a respectful and safe College culture, and model inclusive and appropriate behaviour.
- **Non-Resident Academic Tutors:** The College's team of approximately 50 Non-Resident Academic Tutors do not hold a formal pastoral role; however, due to their regular (often weekly) contact with students, they are well placed to notice emerging concerns such as changes in mood or mental health, misalignment with College Values, or inappropriate behaviour. These tutors complete onboarding training that outlines clear pathways for escalating concerns to senior colleagues, ideally with the student's permission.

JCH adopts a multi-faceted approach to education, capacity building, and ongoing dialogue around safety and wellbeing for both residents and staff. This includes:

- Pre-arrival onboarding modules
- Signposting and display of health promotion and educational resources in all student bathrooms and toilets
- Orientation programs that build knowledge and capability across primary prevention, early intervention, and response to GBV, delivered in partnership with expert trainers and service providers
- Whole-of-community communications and education initiatives, including community-wide training (such as Active Bystander Intervention and Response) and weekly in-person announcements at Formal Hall
- Sub-community communications within wing- or corridor-based groups facilitated by Residential Duty Tutors
- Regular in-person support meetings with the Dean of Academics and Employability for students receiving academic support
- Meetings with the Principal and CEO or Deputy Principal at the request of students

Systemic Risks

- Colleges across Australia must acknowledge that many institutions in the sector have historically been shaped by cultures that tolerated or normalised disrespectful attitudes, behaviours, and values, including hazing practices and unhealthy relationships with alcohol. While JCH, as a former women's college, has long identified with feminist, inclusive, and safety-focused principles, it recognises that some alumni experiences may not align with contemporary community expectations.
- Each year, colleges admit a large cohort of new students. Influenced by media and popular culture portrayals of college life, some students may enter the

community for inappropriate reasons, including seeking opportunities to behave irresponsibly or harmfully.

- Student leaders are democratically elected by their peers to govern an independent and incorporated student organisation. While JCH benefits from a strong and collaborative relationship with its elected student leaders, the short duration of most leadership roles (typically 12 months) can limit continuity and slow progress toward sustained cultural change.
- The prevalence of online forums, influential public figures, and social media platforms can normalise unhealthy or misogynistic attitudes by providing spaces where harmful ideologies are reinforced without challenge. These platforms can radicalise users by validating aggressive or dehumanising views of women, undermining respectful relationships and prevention education. Given their reach, anonymity, and the age and stage of students in residential colleges, exposure to this risk is heightened.
- As a college that permits the responsible consumption of alcohol, JCH works collaboratively with students to promote a healthy alcohol culture through harm minimisation and early intervention strategies. However, it is acknowledged that alcohol use can increase both the likelihood and severity of violence and harmful behaviour.
- Power imbalances are inherent in any residential college community. These include imbalances between staff and students, senior and junior staff, returning and new students, and student leaders and non-leaders. Such dynamics can create perceived barriers to challenging behaviour, reporting incidents, or seeking support due to fears of social, academic, or professional repercussions.

Barriers

- Recognising alcohol misuse as a factor that can exacerbate violence, there is a broader societal barrier to achieving sustained cultural change around alcohol consumption and overuse. Given the age and life stage of tertiary students, this challenge may be particularly pronounced in residential colleges.
- Students and student leaders understandably communicate and build community through social media and online messaging platforms. The often anonymous nature of these spaces means that norms and behaviours expressed may not always align with community standards. While leadership oversight can assist, there is an ongoing tension between appropriate oversight and students' right to, and desire for, privacy.
- Like many colleges, JCH values and actively fosters a strong sense of belonging. While this is a significant strength, it can also generate deep loyalty to peers or the institution itself, which may act as a perceived barrier to speaking up or challenging unhealthy norms.

Key Actions in Response

- Implement equity-focused education initiatives, including unconscious bias training, such as Gender Equity Victoria's *Introduction to Gender Equity Training*, for staff and student leaders.
- Strengthen staff capability to engage effectively with young men by participating in an intercollegiate ManCave workshop. This initiative is designed to equip community leaders with skills to build meaningful connections with students and drive positive change, including understanding adolescent men and the influences on their behaviour and wellbeing; recognising relationships as a protective factor in emotional development; applying practical strategies for relationship-building; and developing a structured plan to embed this learning within future staff training programs.

Area of operation: Systems and infrastructure

To ensure reporting pathways are clear, simple, and accessible, JCH has implemented RespectX as its secure online reporting and case management platform. This system enables students to make formal reports and disclosures, with the option to remain anonymous. Importantly, the platform supports two-way anonymous communication between students and trained staff, allowing disclosers to receive information about appropriate support services without needing to identify themselves, should they choose not to do so.

In addition to online reporting, the College's tiered staffing structure provides students with multiple trusted and trained staff members to whom they may make reports or disclosures in person, if preferred.

JCH's policy frameworks also explicitly recognise that students may wish to report or disclose through the University system, separate from the College. Where this occurs, students are encouraged and supported to pursue reporting through University processes.

Beyond reporting mechanisms, the College maintains robust physical infrastructure designed to reduce the risk of harm to students, particularly from external actors. This includes after-hours site supervision and wellbeing presence through our Residential Duty Tutors; CCTV coverage of the College's main entry and exit points; and a digital access control system to our site and building using electronic fobs. Clear access rights and controls are in place to prevent unauthorised entry to College site and building.

Enablers

- JCH has adopted RespectX as its centralised anonymous reporting and case management system. The platform uses multi-factor authentication (MFA) for access, is ISO27001 accredited, and enables two-way communication between reporters and trained staff while maintaining anonymity. Strict access controls are applied to protect reporter privacy.
- In addition to the RespectX platform, the College's tiered staffing model enables students to make disclosures or reports in person to clearly identified and appropriately trained staff members.
- Internet access is provided through University of Melbourne infrastructure, meaning JCH is subject to University policies regarding access rights. The College has also implemented additional network security measures to block access to criminal websites and maintains an IT and computer use policy that sets out expectations for appropriate user behaviour.
- JCH's residential staffing structure – including the Deputy Principal, Dean of Academics and Employability, and four Residential Duty Tutors – ensures regular oversight of resident activities, student wellbeing, and behaviour.
- The College's wellbeing framework supports both prevention and early intervention (for example, peers informally addressing poor behaviour) as well as

effective crisis response. A senior staff member is always available to manage escalation of serious out-of-hours incidents.

- CCTV cameras are installed at the College's main entry and exit points.
- Strong physical security measures are in place, including individual key access to each student room and electronic fob entry to all external doors. Entry to a student room requires at least two security access points prior to possible entry.
- Access to student rooms is tightly controlled on a need-to-have basis. Only the Principal and CEO, Deputy Principal, the Residential Duty Tutor on duty, and authorised maintenance and cleaning staff hold access rights. No students have access to any other student's room.
- Meetings between residential staff and students take place within staff offices or designated common spaces. Students are not permitted access to staff residences.

Systemic Risks

- While access controls are in place to limit exposure to criminal websites, it is not possible to entirely remove the risk of community members accessing online content or platforms that promote violence or disrespect towards women, particularly where such material is readily available on widely used platforms such as Instagram or YouTube.
- Despite strong physical security measures, there remains a risk of unauthorised individuals gaining access to College grounds through "tailgating."
- JCH engages external contractors for catering, housekeeping, maintenance, and other services. This can result in inconsistent expectations, training, and reporting practices, increasing the risk of uneven responses to safety concerns or breaches of confidentiality.

Barriers

- There are inherent challenges in balancing individual privacy with natural surveillance. As a result, JCH does not operate CCTV cameras within internal College spaces such as student rooms, common rooms, or bathrooms.

Key Actions in Response

- Review onboarding and training requirements for all contractors, including mandatory primary prevention, safety and respect training, compliance obligations, and regular checks to ensure external providers understand and comply with College wellbeing, reporting, and behavioural expectations while on site. As part of this process, develop a simple, mandatory reporting form for contractors to document safety incidents, environmental hazards, or concerning behaviour, supporting a consistent approach across all providers.
- Proactively signpost students to positive and credible voices, such as Daniel Principe, to promote safe and critical engagement with online platforms, including guidance around online content and pornography that may reinforce harmful gender stereotypes.

Area of operation: Service Delivery

JCH is a residential community that delivers holistic student support through the integrated provision of accommodation, academic assistance, wellbeing services, personal development opportunities, and community engagement. While the resident and non-resident staff team is relatively small, it provides students with multiple, tiered pathways for connection, guidance, and support.

Each student is linked to one of four Residential Duty Tutors (RDTs) according to the location of their room. This structure supports the early identification of emerging concerns through sustained connection, the modelling of expected behaviours, and the regular reinforcement of community standards and expectations.

This residential support framework is further enhanced through an institutional partnership with Cairnmillar, a local psychology clinic. JCH holds a Memorandum of Understanding (MoU) with Cairnmillar that is designed to reduce barriers to accessing mental health support, including cost and wait times.

JCH also delivers a structured academic program through weekly, discipline-specific small group tutorials. In parallel, career and professional development activities—including workshops, networking events, leadership development, and industry engagement opportunities—are coordinated by the Dean of Academics and Employability.

Students are actively encouraged to participate in a broad range of extracurricular activities, including intercollegiate sport, cultural and artistic programs, and social events. These activities are co-designed with the College's Student Club and are intended to reflect the College's Values while fostering a strong sense of belonging and connection within the student community.

In addition, the College provides housekeeping services in all communal areas, full catering during semester time, and Wi-Fi access, contributing to the comfort and wellbeing of students.

Enablers

- JCH delivers an integrated residential support model encompassing accommodation, wellbeing services, academic support, community engagement, and developmental opportunities. The close proximity and regular interaction between students and staff within the living-and-learning environment supports early identification of concerns, effective role modelling, and the reinforcement of shared community expectations.
- JCH has an MoU and priority service agreement with The Cairnmillar Institute as a provider of professional psychological support, helping to reduce both waiting periods and financial barriers for students and staff seeking assistance.
- Although small, the College's staff team adopts a collaborative, tiered approach to accessibility by drawing on both residential and non-residential staff. Staff

presence throughout the week and at a wide range of student events and activities creates frequent opportunities for connection and informal check-ins.

- JCH actively cultivates a strong ‘floor’ culture through structured group and individual engagement led by each floor’s Residential Duty Tutor. In addition, RDTs hold individual mentoring meetings with students to provide guidance across all dimensions of College life, including wellbeing, social integration, vocational planning, and academic development. This consistent and personalised approach builds trust and supports the early identification of assistance required for students to thrive in the residential setting.
- Ongoing signposting—through announcements at Formal Hall, posters outlining reporting pathways, and message boards—combined with regular meetings between staff and student leaders, ensures consistent whole-of-community messaging that reinforces expectations around respect, safety, and help-seeking behaviour.

Systemic Risks

- Within any cohort, some community members may perceive the College primarily as a housing provider rather than as an intentional residential community with shared obligations. JCH mitigates this risk through rigorous admissions processes, including in-person or online interviews, to ensure offers are extended only to applicants who demonstrate a clear commitment to communal living and an understanding of both its benefits and responsibilities.
- JCH engages a range of external professionals, including alumni, to support professional development activities, mentoring, and community events. These individuals may not have participated in the training and educational programs provided to current students, which may create variability in shared understanding of expectations.

Barriers

- Many students balance academic study with part-time employment and personal commitments, and competing demands on their time can limit engagement with all training, educational, and developmental opportunities.
- With only two full-time residential staff members, the occurrence of multiple critical incidents simultaneously may affect the College’s capacity to provide timely support.
- In some academic years, JCH may admit a small number of students (fewer than five) mid-year. These students join the community without having completed the full orientation program and may therefore have a more limited understanding of College expectations, practices, and community norms.

Key Actions in Response

- Review existing contracts with vendors who have frequent contact with students and consider options for introducing additional training requirements and enhanced employment screening.

- Review opportunities to implement consistent monitoring and evaluation mechanisms across all education and training initiatives.

DRAFT - SUBJECT TO APPROVAL OF COLLEGE COUNCIL

Area of operation: Policies and Procedures

All students at JCH are required to enter into a residential agreement (contract) that confirms their understanding of, and commitment to complying with, a comprehensive set of College policies and standards. These include, but are not limited to, the following:

- Student Code of Conduct
- Sexual Harm Policy & Procedure
- Discrimination, Bullying and Victimisation Policy & Procedure
- Child Safety and Wellbeing Policy, including the Engaging with Children and Young People Under 18 Code of Conduct
- Infectious Diseases Procedure
- Health, Wellbeing, and Residential Suitability Policy and Procedure
- Procedure for Dealing with Prescription Drugs

The College's Sexual Harm Policy & Procedure was developed by Moores Legal, acting as an independent third-party expert advisor, following extensive consultation with students and staff across seven affiliated colleges in Melbourne. This consultation was undertaken in Q4 2025 to ensure alignment with, and inclusion of, the requirements of the National Code. The process incorporated surveys and focus groups involving more than 250 students and staff, with demographic data demonstrating participation from LGBTIQA+ students, First Nations students, students with disabilities, and students with lived experience of gender-based violence.

Enablers

- The policy framework has been shaped through extensive consultation with more than 250 students and staff across seven affiliated colleges, ensuring the process incorporated a broad and diverse range of perspectives. It aligns directly with the requirements of the National Code and is grounded in a person-centred, trauma-informed approach to the receipt and management of disclosures and reports of GBV.
- The framework enables students to report either through the College or via the University.
- The framework extends beyond GBV to encompass discrimination, bullying and harassment, recognising the intersecting and overlapping nature of these forms of harm.
- JCH requires all new and continuing employees to disclose any current or previous intimate relationships with students, as well as any prior allegations or investigations relating to GBV. All employees must also hold a current Working with Children's Check (Employment).

Systemic Risks

- The policy framework provides for the immediate, temporary, non-judgemental and non-punitive relocation of a student following a report, informed by an assessment of risk and impact and guided by the reporter's choice and preferences. Securing suitable accommodation at short notice can be challenging, particularly where alternative settings may create additional safety risks for a new community or for the responder, who must also be appropriately supported during any temporary relocation.
- While the College requires employees to disclose any prior allegations or investigations, there remains a risk that such declarations may be inaccurate or incomplete.

Barriers

- The affiliated colleges of the University of Melbourne operate under standalone policy frameworks that sit separately from the University's policies. These frameworks are intentionally tailored to the residential context and the specific support services and pathways available within each affiliated college. However, as students are entitled to, and are informed of, the option to report or disclose through the University's policy framework, challenges may arise in ensuring that outcomes determined through a University-led process are communicated back to the College, particularly where one or more parties involved are not College residents.

Key Actions in Response

- Explore opportunities to strengthen information-sharing mechanisms between the University and affiliated colleges in relation to students entering the College after their first year of study who may have been subject to allegations or investigations through separate University processes and systems.
- Investigate options to ensure the consistent availability of emergency accommodation to support the safe temporary relocation of a respondent, including through collaboration with the University and/or other affiliated colleges.
- To reduce the risk and impact of false declarations regarding prior allegations or investigations by prospective employees, incorporate clear and targeted questions into reference checks with current or former employers to verify and corroborate the declarations provided.

Area of operation: Policies and Procedures

Janet Clarke Hall is governed by a Board of Directors (the College Council), all of whom serve in a voluntary capacity and are appointed through a skills-based selection process informed by an established skills matrix. The Principal and Chief Executive Officer reports to the Council.

The Council comprises eight Non-Executive Directors, two student Directors (the Student Club President and Student Observer, both elected annually), with the Principal and CEO serving as the sole Executive Director. Its governance framework is supported by three standing sub-committees:

- Finance, Investment and Audit Committee (FIAC)
- Governance and Nominations Committee (G&N)
- Advancement Committee

Of particular relevance is the Governance and Nominations Committee, which has responsibility for oversight of risk management and policy development. The current Council has a majority of Directors who identify as women, and three of the eight Non-Executive Directors are not alumni of the College, contributing important external perspective and independence to the governance process.

Enablers

- The Principal and CEO and Deputy Principal demonstrate a strong professional understanding of the drivers of gender-based violence and a clear commitment to fostering safe, respectful, and inclusive communities.
- As outlined in the *Strategic Plan 2024–2029*, the College is committed to cultivating a welcoming and inclusive culture for students, staff, and visitors. The *Plan* also identifies the creation of a diverse and representative community – one that actively welcomes students from all backgrounds – as a core strategic priority.
- Janet Clarke Hall has a Governance and Nominations Committee that reports to the Council and is responsible for ensuring policy frameworks are reviewed within appropriate timeframes. This Committee also oversees the College's risk management framework and organisational risk register, which explicitly recognises gender-based violence as an institutional risk and identifies preventative strategies as key controls.
- The College operates under a legally binding agreement with the University of Melbourne, which includes a dedicated schedule outlining responsibilities and obligations arising under the Code.
- Directors are appointed by the Council using a skills-based matrix to ensure a breadth of experience, expertise, and perspective across the governing body.
- The Council has established a standing agenda item requiring the Principal and CEO to report on occupational health and safety incidents involving staff, students, or visitors, including incidents related to gender-based violence.

- Student representatives sit on the Council, ensuring student perspectives are embedded in strategic deliberations and decision-making processes.

Systemic Risks

- Effective prevention programs and initiatives require sustained investment and resourcing over extended periods.
- Long-term success depends on close collaboration between senior leadership and the Council to maintain commitment to these initiatives, particularly during periods where financial pressures may necessitate broader program expenditure reviews.

Barriers

- Regular renewal of Council membership means new Directors join at intervals and may require targeted induction and professional development relating to the Code, gender-based violence, and gender equality initiatives.
- The indirect legislative framework underpinning the Code—whereby residential colleges are regulated through their host universities—may give rise to uncertainty regarding responsibility, accountability, and decision-making authority between the College and the University.

Key Actions in Response

- Identify and engage a specialist training provider with expertise in delivering education to governing bodies on gender-based violence, gender equality, and inclusion, and ensure that all new Council members complete this training within their first year of appointment.
- Introduce specific KPIs for the Principal and CEO and Deputy Principal that relate to the ongoing delivery and effectiveness of gender-based violence prevention programs and initiatives.

Area of operation: Community engagement

Janet Clarke Hall's primary commitment is to its current students, staff, and alumni. At the same time, the College recognises that strong community connections play an important role in enriching the student experience. These relationships include the generous involvement of alumni who volunteer their time and expertise to support professional development, mentoring, and employability initiatives, as well as ongoing engagement through visits, presentations, and outreach with regional, rural, and interstate schools from which a significant proportion of applications are received. Janet Clarke Hall does not maintain formal partnership agreements with individual schools, nor does it offer preferential access or guaranteed entry to applicants from any particular school.

Enablers

- Janet Clarke Hall benefits from a strongly engaged alumni community, the majority of whom are female-identifying.
- The College adopts a deliberate and considered approach to admissions, with a focus on cultivating a diverse applicant cohort across multiple dimensions, alongside assessing alignment with JCH's values and expectations. As part of this process, applicants are asked to respond to questions that explore their understanding of respectful relationships, as well as diversity and inclusion.

Systemic Risks

- Janet Clarke Hall is committed to welcoming students from regional, remote, and international backgrounds. The College recognises that students may arrive with varying levels of awareness of the drivers of gender-based violence, shaped by cultural norms and expectations from prior educational contexts that may differ significantly from those of the JCH community.

Barriers

- On occasion, alumni or external contributors may express perspectives or assumptions that are not fully consistent with the College's values or established cultural expectations.
- The College recognises that many students commence their time at JCH with limited understanding of the prevalence and underlying drivers of gender-based violence. Addressing this gap is a key responsibility, requiring purposeful education on both the nature and causes of GBV, and reinforcing the importance of comprehensive GBV education for all members of the community, including students and staff.

Key Actions in Response

- Proactively engage with three to four key feeder schools to better understand their cultural contexts and approaches to gender-based violence prevention, with a view to identifying opportunities to strengthen continuity in students' educational experiences across secondary and tertiary settings.
- Undertake a review of marketing and recruitment materials to ensure they clearly articulate the College's expectations regarding cultural norms and values, particularly in relation to respect, equity, diversity, and inclusion.
- Establish more formalised communication channels with the University's Safe Community Programs and Counselling and Psychological Services (CAPS) to support clear, timely, and efficient processes for information sharing, escalation, student support, and reporting.

Declaration Form – Confidential

The College requires you to complete this form so that the College can meet its obligations under the National Higher Education Code to Prevent and Respond to Gender-based Violence (National Code).

Please answer the below questions honestly and accurately. We will seek to verify your answers when speaking with your nominated referees as part of our employment reference collection process.

Question 1: Have you ever been subject to an allegation of ‘Gender-based Violence’ (defined in the National Code as ‘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’)?

Circle answer: YES / NO

If your answer is ‘Yes’, provide details of the allegations, the findings and the outcome (if there is not sufficient space below, please attach further details to this form):

Question 2: Do you have an intimate personal (romantic or sexual) relationship with a current resident/s of the College?

Circle answer: YES / NO

If your answer is ‘Yes’, please name the resident/s below:

Question 3: Have you previously had an intimate personal (romantic or sexual) relationship with a current resident/s of the College?

Circle answer: YES / NO

If your answer is ‘Yes’, please name the resident/s below:

Print Name:

Date:

Signature:



Staff and Student Training Matrix

NOTE: Further mandatory training sessions and optional PD opportunities for students, staff, Resident Duty Tutors and Non-Resident Academic Tutors prior to and during the 2026 academic year will be confirmed in the coming weeks.

Training	Provider	Educational Outcomes	Compulsory?	Who receives it?	Notes
Intercollegiate Staff Training Leading Safe, Inclusive and Accountable College Environments	Avyon Consulting / Kim Copeland	Safety-first and trauma informed principles; Responding to student safety, wellbeing and risk; Gender-based violence, hazing and harmful traditions	Y	Principal and CEO; Deputy Principal	Completed 10 October 2025
Post-Disclosure Risk Assessment Training	Code Black Psychology	Trauma informed, people-centred approach to completing a risk assessment following a disclosure	Y	Principal and CEO; Deputy Principal; Dean of Academics and Employability	Completion TBC
OHS Essentials / Officers' Due Diligence	Recovery Partners	Acquiring knowledge of health and safety issues inc. psychosocial risk at work; Understanding operations and associated hazards and risks; Ensuring that appropriate resources and processes are used to eliminate or minimise risks to health and safety; Implementing processes to receive and respond to information	Y	All staff (exc. Resident Duty Tutors and Non-Resident Academic Tutors)	Due Diligence training completed 29 May 2025. OHS Essentials training scheduled for April 2026.

		about incidents, hazards and risks; and Establishing and maintaining compliance processes accessing up to date safety information.			
Resident Duty Tutor Training	Janet Clarke Hall	College Values; Responding to Disclosures; Respectful relationships and SAFE Policies; Escalating concerns	Y	Resident Duty Tutors	Prior to 22 February 2026
Intercollegiate Welcome Week Leader Training	Avyon Consulting / Kim Copeland	Effective leadership; Communication; Power imbalances; Boundaries; Hazing; Normalisation of Deviance	Y	Student Club Executive and all Welcome Week Leaders	Completed 11 October 2025
Student Pre-arrival induction modules	Janet Clarke Hall / Alcohol, Drug & Mental Health Education Specialists	Understanding of GBV; reporting pathways and SAFE policy and anonymous reporting tool, RespectX, LGBTQIA+, Multicultural and First Nations Education; Holistic wellbeing and self-care; Alcohol and drug use	Y	All students	Prior to 22 February 2026
CAPS: Mental Health Essentials	CAPS	Mental health awareness; self-care; support options	Y	New students	Welcome Week 2026
Safer Partying	Sonya Karras	Personal safety whilst socialising; Safe consumption of alcohol; Risks of drug use; Looking after yourself and friends; Raising concerns whilst at venues	Y	New students	Welcome Week 2026
Consent, Intimacy, and	Elephant Ed	Consent; What healthy romantic	Y	New students	Welcome Week 2026

Respectful Relationships		and sexual relationships look and feel like; how to be a respectful intimate partner; how to seek support if a relationship doesn't feel healthy			
Safety for Students	North Melbourne Police	Personal and property safety; How to report or seek support from North Melbourne Police; Responsible alcohol consumption; Drug laws in Victoria / Australia	Y	New students	Welcome Week 2026
Gender and Sexuality	Ari Heart (psychotherapist and co-founder of Trans Wellbeing)	Inclusive language; Gender dysphoria; How to access support	Y	New students	Welcome Week 2026