

ORIENTATION TO FAMILY VIOLENCE PRACTICE

Guidelines for students and new workers

November 2018*

These guidelines have been compiled as a resource for organisations providing an orientation to family violence practice for students and new workers. It incorporates an orientation checklist. The checklist is designed to augment – not replace – organisational tools where such tools already exist.

*Last updated February 2020

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1. BACKGROUND

1.2 The purpose of these guidelines

Reforms to Victoria's family violence system mean that those subjected to, or perpetrating, family violence can expect to receive an effective and integrated response from a broad range of workforces.

These guidelines have been developed to assist students and workers who are new to the field of family violence practice (and are working in Tier 1, 2 and 3 organisations in Victoria's 'Integrated Family Violence System'¹) to gain an understanding of the fundamental aspects of family violence response. They have also been developed to help supervisors establish a more effective learning environment for these students and new workers.

In particular, the guidelines contain information on:

- Developing a workplace culture of learning
- Understanding the evidence underpinning best practice in responding to family violence and other forms of violence against women
- The fundamentals of family violence practice

The guidelines also incorporate a checklist for Orientation to Family Violence Practice to be utilised by students, new workers and supervisors.

¹ These tiers are described on page 3 of this document, under the heading of 'The development of an Integrated Family Violence Service System.'

1.3 How family violence is defined

Family violence is when someone exercises power and control over another person. It involves coercive and abusive behaviours that intimidate, humiliate, undermine and isolate, resulting in fear and insecurity. It covers a wide spectrum of behaviours including physical and sexual abuse, as well as psychological, emotional, cultural, spiritual and financial abuse. It can occur in intimate partner relationships, extended families, kinship networks, intergenerational networks and carer relationships ([FSV, Responding to FV Capability Framework, 2017 p. 6](#))

In Victoria, the meaning of family violence is set out in the [Family Violence Protection Act 2008](#).

One in three Australian women have experienced physical violence since the age of 15. One in six Australian women have experienced physical or sexual violence by a current or former partner. On average, one woman is murdered a week by her current or former partner ([Our Watch 2018](#))

1.3 The development of an Integrated Family Violence Service System

The prevalence of family violence and other forms of violence against women is not a recent phenomenon. Since the 1960s, men's violence against women has emerged as a public policy concern both in Australia and on a global scale.

In the 1980s, government recognition came in the form of public funding for women's refuges and the introduction of phone assistance lines. The first National Strategy on Violence Against Women was released in 1992, which consolidated much of what was known about family violence, particularly recognising its multi-dimensional nature, and suggesting action across a wide range of sectors. Since 2000 the emphasis has been on measuring community attitudes towards violence against women, reform to legislation and the development of a more integrated response to address the issues for those subjected to, or perpetrating, family violence.

The most significant Victorian commitment to reform has come through the recommendations arising from the 2015 Royal Commission into Family Violence, which has led to a state-based planning process for improving the identification of, and response to, family violence. The vision for the new system is that *those subjected to or perpetrating family violence can expect to receive an effective and integrated response from a broad range of workforces spanning specialist family violence agencies, community, health and education services, police and the justice system ([Building from Strength: Victorian Government 2017](#))*.

As a consequence of this new approach, more Victorian agencies with less experience in the violence against women arena are now expected to play a role in responding to family violence based on best practice protocols, frameworks and guidelines.

Table 1 (published on the following page of this document) provides an overview of the sectors and organisations that are a part of the integrated family violence system.

To ensure that both the existing and emerging workforces are equipped to deliver services, the [Responding to Family Violence Capability Framework 2017](#) was developed. The Framework identifies the four workforce tiers that have responsibility for responding to family violence and articulates the knowledge and skills required by practitioners working across those tiers according to their level of responsibility.

Table 1: The sectors and organisations that constitute the integrated family violence system.

TIER 1: SPECIALIST FAMILY VIOLENCE & SEXUAL ASSAULT SERVICES & PRACTITIONERS Approx. 80% plus of core work focused on family violence (FV) and sexual assault (SA)	
<ul style="list-style-type: none"> • State wide family violence crisis and specialist services • Support & Safety hubs • Family violence outreach services • Women’s refuges • Centres Against Sexual Assault • Perpetrator intervention services 	<ul style="list-style-type: none"> • Men’s FV telephone/online services • Crisis FV and SA telephone/online services • Specialist FV or SA practitioners operating in tier 2 or 3 services • Specialist FV or SA services for Aboriginal or CALD² women & children or women & children with a disability
TIER 2: CORE SUPPORT SERVICES & PRACTITIONERS Approx. 40 – 80% plus of core work focused on family violence	
<ul style="list-style-type: none"> • Courts and court services • Legal and paralegal agencies and services • Corrections • Police • Family dispute resolution services 	<ul style="list-style-type: none"> • Medical staff providing sexual assault crisis care • Child Protection • Child and Family Services • Family and relationship services • Homelessness services
TIER 3: MAINSTREAM OR SOCIAL SUPPORT SERVICES & PRACTITIONERS Approx. 15 – 40% of core work focused on family violence	
<ul style="list-style-type: none"> • Health care services • Drug and alcohol services • Housing services • Mental health services • Centrelink • Individuals providing therapeutic services • Emergency services 	<ul style="list-style-type: none"> • Maternal and Child Health Services • Youth services • Disability services • CALD services • Aboriginal services • LGBTI services • Aged care services
TIER 4 UNIVERSAL SERVICES & ORGANISATIONS Approx. 1% - 15% of core work focused on family violence	
<p>Includes workplaces, education services, early childhood services, sport and recreation organisations, faith-based institutions etc.</p>	

² Culturally and Linguistically Diverse (CALD)

2. A WORKPLACE CULTURE OF LEARNING

These guidelines have been developed in the context of the Victorian Government's investment in the family violence workforce, which includes investment in initiatives that support a workplace culture of learning.

The value of creating a workplace culture that supports learning is well established. It keeps students, new workers and all staff engaged in the work of the agency and provides the agility to adjust to change, grow and develop. The two key elements of a productive learning culture are access to resources to develop relevant knowledge and opportunities to practice skills in a supported environment.

The elements for establishing a workplace culture of learning include:

- An organisational culture that values learning, where there is a whole-of-organisation commitment to the mutual benefits of workplace education;
- Goals for best practice reflect a commitment to quality of care and continuous quality improvement;
- A welcoming and positive learning environment where learners and new staff receive a comprehensive orientation to the work of the agency and are included in activity;
- An effective organisation-education provider relationship that is a collaborative arrangement that draws on complementary skills, experience, resources and expertise;
- Appropriate resources and facilities to enhance learning, with access to the resources and materials needed to optimise the workplace education experience ([Drawn from BPCLE Framework](#)).

3. UNDERSTANDING THE EVIDENCE THAT INFORMS BEST PRACTICE IN RESPONDING TO FAMILY VIOLENCE

There is a solid evidence base regarding the drivers and reinforcing factors that lead to family violence and other forms of violence against women and children. It is now acknowledged that:

- Family violence and other forms of violence against women are serious, preventable acts that have significant impact on individuals, families, communities, our society and the economy.
- Violence against women (including many forms of family violence and sexual assault) is driven by four specific expressions of gender inequality.
 - i. condoning of violence against women
 - ii. men's control of decision-making and limits to women's independence
 - iii. stereotyped constructions of masculinity and femininity
 - iv. disrespect towards women and male peer relations that emphasise aggression;
- Family violence is largely perpetrated by men against women and children.
- Family violence is prevalent and occurs across the social spectrum. However, some groups of women and their children experience multiple forms of discrimination and disadvantage due to the individual and structural power imbalances they face. These aspects can include gender, ethnicity and cultural background, language, socio-economic status, disability, sexual orientation, religion, age, geographic location or visa status. This is referred to as intersectionality. This can compound their experience of violence and reduce their access to resources and support. More information about this is provided in the [Diversity and Intersectionality Framework](#).
- The contributing factors around family violence for Aboriginal and Torres Strait Islander communities include the impacts of colonisation, inter-generational trauma, dispossession of land, forced removal of children, interrupted cultural practices that mitigate against interpersonal violence, and economic exclusion. Family Violence is not part of Aboriginal culture, but intergenerational grief and trauma has resulted in the over representation of Aboriginal people as victim survivors. The intersection of gender and racial inequality creates the conditions for high rates of violence against Aboriginal and Torres Strait Islander women. A strong commitment from the Aboriginal community sector continually provide robust advice to the government. [Dhelk Dja: Safe Our Way: Strong Culture, Strong Peoples, Strong Families](#) provides the strategic framework that guides the direction for services that address Aboriginal family violence in the short, medium and long term. It is driven by [the Dhelk Dja partnership forum](#).
- The contexts of LGBTIQ+ people's experiences of family violence are more diverse. They include higher proportions of men who experience family violence and of women who use

violence against partners and family members. They also include transphobic and/or homophobic motivated family violence, and violence within families of choice.

- Children and young people who experience family violence are at risk of immediate and long-term traumatic impacts which must be considered in responses to family violence. Children and young people must be recognised and responded to as victim survivors in their own right.
- Elder abuse has increasingly been recognised as another form of family violence. It is constituted by any act which causes harm to an older person and is carried out by someone they know and trust.
- Some factors reinforcing violence against women and their children include current or past adversity experienced by perpetrators. However, this does not excuse violent behaviour. The use of violence is a choice and it is important that men who use violence are held accountable for their behaviour through informal and formal social and legal sanctions.
- Delivering services to victim survivors of family violence requires a rights-based approach that prioritises victim's safety, agency and empowerment.
- Best practice responses to victim survivors, their children and perpetrators require [cross-sector and cross-discipline collaboration and team work](#).
- A best practice response requires:
 - **Assessment and management of risk:** The aim of the [MARAM Framework](#) is to increase the safety and wellbeing of Victorians by ensuring all relevant services are contributing effectively to the identification, assessment and management of family violence risk.
 - **Prioritising safety:** Risk assessment and safety planning must be undertaken with women and children on an ongoing basis. See DVRCV's publication resource, [Gathering Support: Safety for Women](#) for comprehensive information on keeping women safe if they are separating, how the law can help, technology safety advice and safety planning.
 - **Effective case planning and management:** A case plan is a plan of action to address goals identified during assessment and to provide a framework and purpose for the support relationship. Workers need to recognise and respond to women as the primary planners of their own goals and objectives. [A coordinated response involves](#) multiple professionals and services working together to achieve case plan goals for adult and child victim-survivors.
 - **Awareness of legislative, policy and sector development:** Staying in touch with broader developments supports practice.
 - **Knowledge of service pathways:** Assists in putting those experiencing violence in touch with the services that are able to provide them with the most comprehensive support.
 - **Promoting and protecting the mental health and wellbeing of practitioners:** Ensuring that staff are well supported translates into more effective practice with women and children.

4. THE FUNDAMENTALS OF FAMILY VIOLENCE PRACTICE

4.1 Legislation, Public Policy Frameworks and Codes

[The Family Violence Protection Act 2008](#) is the main legislation governing family violence in Victoria. The Act recognises that family violence is not just physical in nature; it is also constituted by economic, emotional, psychological and sexual abuse. The three main aims of the Act are to:

- Maximise the safety of children and adults who have experienced family violence
- Prevent and reduce the occurrence of family violence
- Promote the accountability of perpetrators of such violence and hold them accountable for their actions.

There have been various amendments to the *Family Violence Protection Act* since 2008 that have extended its operation, including changes that improve the capacity of organisations to share information that would previously have been prevented by the provisions of the [Commonwealth Privacy Act \(1988\)](#).

[The National Plan to Reduce Violence against Women and their Children 2010-2022](#) (“The Plan”) outlines the national policy position on reducing violence against women and their children in Australia. The vision of The Plan is for Australian women and their children live free from violence in safe communities.

[Australia’s National Research Organisation for Women’s Safety](#) (ANROWS) is an independent, not-for-profit research company established as an initiative under The Plan. ANROWS produce, disseminate and assist in applying evidence for policy and practice addressing violence against women and their children.

[Ending family violence – Victoria’s 10 year plan for change](#) outlines the Victorian government’s position on achieving the vision of a Victoria free from family violence by implementing all 227 recommendations of Australia’s first Royal Commission into Family Violence. The [10 year plan](#) was recommended by the Royal Commission and details the desired outcomes of family violence reforms and the initial targets by which progress will be measured.

The [Fourth Action Plan](#) of the *10-year plan* was released in August 2019. The Plan identifies the key national priorities for the final quarter of the *10-year plan*.

DV Vic’s [Code of Practice for Responding to Family Violence](#) acts as a foundation for best practice and service provision in Victoria. The Code of Practice outlines principles and values, including an understanding of the nature and dynamics of family violence and the application of a gendered approach to work in this area.

The [Victorian Police Code of Practice for Investigating Family Violence](#) is the procedural framework for police responses to both victim/survivors and perpetrators.

Victoria's family violence risk assessment and risk management framework, now known as the [Family Violence Multi-Agency Risk Assessment and Management Framework or "MARAM"](#) has been developed in response to recommendation 1 of the Royal Commission into Family Violence. This recommendation called for a comprehensive framework that sets minimum standards and roles and responsibilities for screening, risk assessment, risk management, information sharing and referral throughout Victorian agencies. MARAM is supported by a range of [tools and resources](#).

4.2 Capabilities for the Family Violence Workforce

According to the [Responding to Family Violence Capability Framework \(2017\)](#), students and new graduates responding to family violence need to build foundational knowledge across three broad areas:

- Gendered nature and prevalence of family violence and sexual assault
- Dynamics and impact of family violence
- Family violence and diversity

Additionally, students and new graduates in specialist family violence agencies need to develop knowledge and skills that demonstrate:

- Understanding of effective engagement practices with victim survivors of family violence.
- Understanding of the rights and entitlements of victim survivors/perpetrators of family violence when interacting with service providers.
- Understanding of the multiple forms of discrimination and disadvantage experienced by diverse individuals, groups and communities due to the individual and structural power imbalances they face.
- Understanding of warning signs and risk indicators of family violence, including indicators specific to children and young people.
- Awareness of service options and referral pathways to appropriate services to meet the ongoing needs of victim survivors and/or perpetrators of family violence.
- Awareness of a range of advocacy actions that can be applied to identify, implement and secure required reforms.
- Understanding of tactics used by perpetrators to avoid accountability, minimise or undermine victim survivor's experiences of violence and undermine victim survivor's parenting relationships with their children.

4.3 Accessing a Specialist Family Violence Response

A number of organisations have responsibilities to provide a response to those experiencing and perpetrating family violence. The service system continues to be configured as [the Royal Commission into Family Violence recommendations](#) are implemented.

The Lookout's fact sheet resource [Getting Help in Victoria](#) outlines the state wide and local support available to those experiencing or perpetrating family violence in a range of circumstances. These include situations in which the client is:

- In danger and/or in need of immediate assistance.
- In crisis but not requiring police involvement.
- In need of women's refuge or crisis accommodation.
- Seeking support and information about options and entitlements.
- From an Indigenous or culturally and linguistically diverse (CALD) community and requires specific support.
- Is a perpetrator seeking to change their behaviour.

4.4 Supervising Family Violence Practice

Supervision of family violence practice, particularly for students and new workers, is an essential part of developing the competencies to support individuals subjected to or perpetrating family violence. The three key and overlapping functions of supervision that have been identified by the [Australian Association of Social Workers](#) include education, support and accountability. The role of supervisor and supervisee in relation to these three functions is outlined in Table 2 below.

Table 2: Overlapping functions of supervision identified by the AASW

FUNCTION	SUPERVISOR	SUPERVISEE
<p>1. Education – Attention is focused on developing practice-based knowledge, understanding and skills that will improve the competence of students and graduates as practitioners.</p>	<p>Exploration and critical reflection on the practice experience with service users with a focus on:</p> <ul style="list-style-type: none"> • Impact of the work on the practitioner • Application of theoretical frameworks and practice knowledge • Examination of the dynamics and interactions at an interpersonal and structural level • Monitoring of the development of knowledge and skills 	<p>Reflective practice knowledge and experiences.</p>
FUNCTION	SUPERVISOR	SUPERVISEE
<p>2. Support - Recognition of the personal impact that family violence practice can have on practitioners.</p>	<p>Exploration of strategies to deal with personal reactions including self-care.</p> <p>Encouragement and validation, working through personal-professional boundaries and recognition of circumstances when external personal assistance may be needed.</p>	<p>Identification of how family violence work is affecting them and how their personal reactions are impacting their practice.</p>
<p>3. Accountability – Attention is focused on the standards for practice within the organisation and the profession, including accountability for service user outcomes.</p>	<p>Leading review of practice alongside the policies and procedures of the organisation and family violence practice standards.</p> <p>Clarifying the role and responsibilities of the family violence practitioner in the organisational context.</p> <p>Managing workload for effective outcomes and attending to organisational record-keeping practices.</p> <p>Facilitating and mediating consideration of the broader professional, inter-organisational, political and legislative context of the family violence field of practice.</p> <p>Promoting compliance and identifying any systemic change required.</p>	<p>Identification of any concerns that arise as a result of practice in the organisation.</p>

ORIENTATION TO FAMILY VIOLENCE PRACTICE

A checklist to support orientation to family violence practice for students and new workers

The following checklist has been designed to assist specialist Tier 1, Tier 2 and Tier 3 organisations to plan and implement orientation activities relevant to family violence practice.

The checklist focuses on:

- General orientation of students/new workers
- Foundational family violence practice orientation for all students and new workers located in Tier 1, 2 and Tier 3 organisations
- Specialist family violence practice orientation for students and new workers – this section of the checklist is for Tier 1 organisations only.

The checklist is designed to complement organisations' existing orientation/induction programs.

Using the checklist

The Checklist contains a series of questions that require a **yes**, **no** or **not relevant** (NR) response. It can be completed on screen using the Word document or by printing the resource and filling it out by hand.

1. The checklist should be introduced to the student/new worker at the beginning of their work with the organisation/service and the orientation should be completed by the student/new worker within four weeks of commencement of their work (where students and new workers are full-time). Supervisors may choose to adjust the timeframe for completing the checklist where students and new workers are engaged part-time.
2. Upon completion of the checklist, the student/new worker should share their responses to the checklist questions with their supervisor in the context of a formal supervision session.
3. In the event that the student/new worker answers **NO** to any of the questions posed in the checklist, these areas should be addressed by the supervisor in conjunction with the student/new worker.
4. Once all of the items contained in the checklist have been addressed, it is recommended that the supervisor and student/new worker indicate that the orientation process has been successfully completed via sign off of the check list.

Orientation checklist

About you

Student/New Worker Name	_____
Student Educational institution	_____
Discipline	_____
Placement/Position commencement date	_____

Part 1: General orientation

ORGANISATION PROFILE	Yes	No	No response
The student/new worker is aware of:			
Organisation vision and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisation sites and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key staff: roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING CULTURE

The student/new worker believes that:

	Yes	No	No response
An organisational culture that values learning exists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals for best practice reflect a commitment to quality of care and continuous quality improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A welcoming and positive learning environment exists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is an effective organisation-education provider relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate resources and facilities are available to enhance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OCCUPATIONAL HEALTH AND SAFETY (OH&S)

The student/new worker has read the organisation's:

	Yes	No	No response
OH&S policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal emergency response procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying and harassment policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HUMAN RESOURCES (HR)

The student/new worker can locate the organisation's:

	Yes	No	No response
Code of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process for obtaining a National Police Records Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process for obtaining a Working with Children Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identified hours of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identification badge (where relevant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting of illness policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grievance and dispute procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing diversity policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUALITY

The student/new worker can locate the organisation's:

	Yes	No	No response
Incident report procedures and OHS policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policies and procedures guiding documentation and service user records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures for advising service users of services available to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRIVACY AND CONFIDENTIALITY

Yes No No response

The student/new worker can locate the organisation's:

Privacy policy

Policies governing confidentiality

Media management policy

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Yes No No response

The student/new worker has:

A computer and phone

Email and internet

ROLES AND RESPONSIBILITIES

Yes No No response

The student/new worker has:

A clear statement of their individual role, responsibilities and objectives

An understanding of internal decision making and accountability processes

An understanding of how their work contributes to attainment of organisational vision and goals

An understanding of how their work contributes to the implementation of organisational strategic and operational plans

THE SUPERVISION RELATIONSHIP

The student/new worker:

	Yes	No	No response
Understands the expectations of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has access to regular supervision sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has access to debriefing, as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is provided with regular verbal and written feedback on their progress in meeting their individual objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is included in team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels welcomed and a part of the team/organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has any special needs attended to in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 2: Family Violence Practice Orientation

Foundational Family Violence Practice for all students/new workers

Gendered Nature and Prevalence of Family Violence and Sexual Assault Yes No No response

The student/new worker:

Understands legal and practice definitions and the prevalence of family violence and sexual assault including their co-occurrence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognises the range of behaviours that constitute family violence and the warning signs indicating current or past experiences or perpetuation of family violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the gendered nature of family violence and violence against women and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognises the relationship between the gendered drivers and reinforcing factors associated with family violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the prevalence of attitudes and norms in society which condone family violence and gender inequality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dynamics and Impact of Family Violence

Yes

No

No response

The student/new worker:

Recognises the myths associated with family violence which lead to victim blaming and victim invisibility

Understands the health, psychological, developmental, social and economic impacts of family violence on victim survivors including children, young people, families and the broader community

Recognises the cumulative and traumatic impacts of family violence on women and children victim survivors and the impacts on the parent-child relationship

Is aware of the tactics of coercion, power and control used by perpetrators of family violence

Is aware of family violence legislation, policies and plans relevant to their role/sphere of influence

Family Violence and Diversity

Yes

No

No
response

The student/new worker:

Understands the different manifestations and impacts of family violence on diverse individuals, groups and communities

Recognises the unique status and experiences of Aboriginal communities as First Nations people

Is aware of culturally safe and responsive practices including adapting practice in the context of continuous cultural learning

If students/new workers are in a Tier 1 agency (such as a specialist family violence or sexual assault service) or have specialist family violence responsibilities within Tier 2 and 3 agencies please complete the following additional questions. [Find more information about Tier 1, 2 and 3 agencies here.](#) Find more information about the MARAM responsibilities of different tiers [here.](#)

Family Violence Practice Orientation

Specialist Family Violence Practice for Tier 1 agencies and Specialist roles in Tier 2 and 3 agencies

In addition to the above the student/new worker:

Yes

No

No response

Understands effective engagement practices with victim survivors of family violence in ways which:

- convey belief, validation and respect Yes No No response
- values the victim’s knowledge and lived experience of violence, trauma, faith and culture Yes No No response
- facilitate agency through optimal input into decision-making Yes No No response
- respect the right to confidentiality and privacy while also describing the limitations in regard to risk and safety (including risk to children) Yes No No response
- place responsibility for the violence on the perpetrator and never on victim survivors Yes No No response

Understands the rights and entitlements of victim survivors of family violence when interacting with service providers Yes No No response

Understands the rights, entitlements and accountabilities of perpetrators of family violence when interacting with service providers Yes No No response

Understands attitudes to gender equality and family violence that exist within diverse groups and communities Yes No No response

Understands warning signs and risk indicators, including specific indicators for children and young people Yes No No response

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| Understands organisational policies, protocols and procedures in relation to risk assessment and responding to family violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands information sharing laws and regulations, including when risk indicates that privacy and consent must be superseded | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands the emotional, psychological and physical safety needs of women, children and young people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understands their professional obligations under the Family Violence Risk Assessment and Risk Management Framework (MARAM) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of risk factors that indicate increased risk of suicide or a person being seriously harmed or killed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware that victim survivors of family violence who access support or legal services may experience increased risk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of risk management that is responsive to the dynamics and shifts in family violence perpetration and responses and circumstances of victim survivors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of collaborative case management and coordinated multi-agency responses to family violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of service options and referral pathways to appropriate services to meet ongoing needs of victim survivors or perpetrators of family violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognises and supports Aboriginal people to access the service of their choice, including knowledge of local Aboriginal Community Controlled Organisations and referral pathways | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of a range of advocacy actions that can be applied to identify, implement and secure required reforms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is aware of the role of networks and coalitions in advocating for change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Understands the catalysts for perpetrator behaviour change including recognition of the impact that family violence has on the perpetrator's children

Is aware that engaging with perpetrators around their use of violence may result in increased risk to victim survivors of family violence

Signatures

The orientation process has now been successfully completed:

Student/New Worker Name	_____
Date	_____
Supervisor	_____
Date	_____

Adapted from Standardised Student Induction Protocol (SSIP) Victorian Department of Health and Human Services (DHHS).

USEFUL WEBSITES AND RESOURCES

- **DV Vic** is the peak body for specialist family violence services for women and children in Victoria. <http://dvvic.org.au/>
- **DVRCV** is a state-wide resource centre working to build the capability of those who prevent and respond to family violence, with a focus on men's violence against women and children <http://www.dvrcv.org.au/>
- **The Lookout** is a website resource that provides useful information, fact sheets, FAQs and training opportunities for students, graduates and new workers <https://www.thelookout.org.au/>
- **Safe Steps Family Violence Response Centre** offers a 24/7 telephone crisis response and referral pathways for women experiencing violence <https://www.safesteps.org.au>
- **InTouch: Multicultural Centre against Family Violence** is a state-wide organisation specialising in services, programs and responses to family violence in migrant and refugee communities <http://www.intouch.org.au/>
- **Elizabeth Morgan House** seeks to promote social justice and equity for Aboriginal women and children experiencing family violence in the community <http://www.emhaws.org.au/>
- **Djirra** is an Aboriginal community-controlled organisation which provides practical support to all Aboriginal women and particularly to Aboriginal people who are currently experiencing family violence or have in the past <https://djirra.org.au/>
- **The Orange Door** is a free service for adults, children and young people who are experiencing or have experienced family violence and families who need extra support with the care of children <https://www.vic.gov.au/familyviolence/the-orange-door.html>
- **Family Safety Victoria** drives the key elements of Victoria's family violence strategy and coordinates support for families to help them care for children and young people <https://www.vic.gov.au/familyviolence/family-safety-victoria.html>
- **MARAM** is the framework which guides Risk Assessment and Management practice in Victoria <https://www.vic.gov.au/familyviolence/family-safety-victoria/information-sharing-and-risk-management.html>
- **The Men's Referral Service** offers confidential phone counselling, information and referral pathways for men who perpetrate family violence <https://ntv.org.au/>
- **Victims Support Agency** provides support and information to adult male victims of family violence and victims of violent crime <https://www.victimsofcrime.vic.gov.au/victims-support-agency/>
- **ANROWS** - Australia's National Research Organisation for Women's Safety Limited (ANROWS) is an independent research organisation that produces, disseminate and assists in applying evidence for policy and practice addressing violence against women and their children <https://www.anrows.org.au/resources/resources>

- **Additional information from a Family Violence lens** including empowerment approaches, the ecological perspective and liberation health model as part of supervision for specialist practice.
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- IV. **DV Vic Code of Conduct** <https://dvvic.org.au/members/member-resources/>
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