

Interpersonal Violence Procedures

Responsibility for policy: Director of Student Services
& Director of People and Capability

Approving authority: Vice-Chancellor

Last reviewed: June 2023

Next review: June 2024



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Application

1. This procedure applies to all students, staff, and contractors at the University of Waikato.

Purpose

2. This Procedure is to give effect to the [Interpersonal Violence Policy](#) and applies to all disclosures and complaints of Interpersonal violence made by staff, students, and contractors under the [Interpersonal Violence Policy](#).

Emergency Situations

3. If Members of the University community are concerned for their immediate safety or the immediate safety of someone else, they should contact **111**.
4. Unisafe (Campus Security) are on call 24/7 to ensure safety and security. To report an emergency, Unisafe can be contacted on **(07) 838 4444** from an external phone for both Hamilton and Tauranga campuses.
5. Campus security can also be contacted via ext. 4444 from an internal phone or by using any of the 'blue light' phones around campus.
6. Tauranga campus security can also be contacted on **+64 22 013 0840**

Confidentiality

7. Members of the University Community are reminded of their responsibility to respect confidentiality and privacy as outlined in the [Interpersonal Violence Policy](#).
8. Any breaches of confidentiality in relation to interpersonal violence matters will be taken seriously.

Making a disclosure of interpersonal violence

9. A member of the University community may make a disclosure of interpersonal violence to any trusted person, such as a friend, whānau member or University staff member.
10. A Student can make a disclosure of interpersonal violence in a safe and supportive environment to the [Waikato Students' Union](#) (WSU) Advocates, Halls of Residence Managers, Residential Leaders or Residential Team Leaders in the Halls, or any member of the [Student Health Service](#) team in person, by phone, or email.
11. If a disclosure of interpersonal violence is made to Halls of Residence staff, they will follow up to ensure the safety of the residents. If the disclosure has been made by a third party, the staff member will approach the suggested victim/survivor and make a general enquiry on how they are as a 'wellbeing check.' A wellbeing check entails checking immediate safety, establishing if they need any support, and letting the affected person know that they are available to talk.
12. Any disclosures made to Halls of residence staff are written into an incident report and uploaded to their database, StarRez. Staff are to advise students of this process when they make a disclosure.

Note: Disclosures made to the Student Health Service will be coded to provide for anonymity and allow data to be collected for the purpose of observing trends and improving safety and support.

Note: The Violence Prevention Coordinator will work with key groups throughout the University to ensure safe collection and storage of data relating to disclosures of interpersonal violence.

Note: A student who chooses to make a disclosure of interpersonal violence may later decide to make a complaint to the University about the same incident.

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Supporting members of the University Community

13. On receiving a disclosure of interpersonal violence, members of the University Community should:
 - (a) advise the person who has an experience of interpersonal violence of the available services for support and assistance as set out in the attached appendices or available on the [Violence Prevention webpage](#); and
 - (b) advise the victim/survivor of their right to make a complaint to both Police and the University, where applicable.

How to support a member of the University community with experience of interpersonal violence

14. Members of the University community can support someone who has experienced interpersonal violence by:
 - a. ensuring the conversation is conducted privately;
 - b. listening with empathy and without interrupting or judgement;
 - c. asking if they need any medical attention (victim/survivor);
 - d. not asking too many detailed/content related questions;
 - e. validating their decision to share with you;
 - f. letting the affected person know that the incident they are disclosing was not their fault and what they experienced was not ok (victim/survivor);
 - g. making them aware of all available support services and reporting options that are relevant to their identity e.g., disability or LGBTQIA+ and takatāpui support services (see Appendix 1);
 - h. respecting their decisions, not imposing what you think they should do;
 - i. keeping all information confidential unless there are serious concerns of imminent harm for the survivor or others;
 - j. practising self-care after the discussion (see Appendix 2.15)

Note: In the event a member of the University community is unable to articulate or action their own decision making due to a legitimate impairment verified by a registered health professional, persons appropriately delegated should make decisions in consensus.

15. Following a discussion with a student with experience of interpersonal violence, a University staff member may be required to complete an incident report, this must be disclosed to the student who can request that names and identifying information be omitted.
16. Members of the University Community can seek advice and assistance with supporting someone who has experienced interpersonal violence by contacting a helpline (see Appendix 1.7), the [Student Health Service: Hauora Ākonga](#), an HR adviser, or by contacting the Director of People and Capability.
17. If a member of the University community discloses that they are concerned about their own behaviour and thoughts or discloses that they have perpetrated violence, it is important to offer appropriate support options (Appendix 1). If you are concerned about the disclosure you received or the safety of a victim, seek advice from specialists (Appendix 1.7), in cases of emergency or where there are concerns of imminent harm, call 111.

Assessment of risk and immediate safety

18. If a member of the University community receives a disclosure of interpersonal violence, they will need to assess the risk that the situation poses to the victim/survivor, and the wider community. To do this, the following questions should be asked with the associated actions considered:
 - a. Do they feel safe now? If they or others are in immediate danger, call 111.
 - b. Do they feel safe to go home? Consider: Do they have somewhere else they can go that is safe? Contact a specialist agency or information line while the person is present.
 - c. Do they feel safe on campus? With consent, contact Unisafe and create a safety plan with them.

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Safety Planning

19. If someone discloses that they have experienced or are experiencing violence, ask if they would like to discuss safety planning. A safety plan is about forward planning safety strategies for both physical and emotional wellbeing of a person and their whānau.
20. A safety plan may involve Unisafe (campus security), the Halls of Residence (if applicable), your workplace, friends and whānau, or a professional(s).
21. A member of the University Community can use [The University of Waikato Personal Safety Plan](#) document to support themselves or others to create a safety plan. This document includes templates for victim/survivors and for people using violence.

Informal resolution of complaints

22. A member of the University Community who has experienced interpersonal violence by another member of the University Community can have the complaint raised in an informal manner with the other party. This would be done through the [Waikato Students' Union](#), where advocacy staff are trained to support students in a safe manner.
23. There are different ways the informal complaints process can be conducted:
 - a) A trained staff member meeting with the other party and raising the concerns on behalf of a student
 - b) Written restoration process, where both parties can communicate via writing.

Tikanga Māori

24. A Student may seek a resolution to a complaint of interpersonal violence through the Tikanga Māori process. The process will be enacted in accordance with section 5 of the [Student Complaints Procedures](#) and section 23 of the [Student Discipline Regulations](#).

Halls of Residence complaints process

25. A Halls of Residence student who has experienced interpersonal violence by another resident can make a complaint to their Hall Manager.
26. Complaints are assessed under the [University of Waikato Halls of Residence Complaints Process](#) in accordance with this [policy](#) and the [Sexual Violence Policy](#) and, where appropriate, responded to internally within the Halls. However, if the complaint involves the Hall Manager, or if in the Hall Manager's and/or the resident's opinion the matter should be escalated outside of the Halls of Residence complaints process, then the resident will be advised to follow this [policy](#), the [Sexual Violence Policy](#), the [Student Discipline Regulations](#) or [Student Complaints Procedures](#), as appropriate.
27. Complaints raised to Halls of Residence staff members are recorded on the Halls of Residence database, StarRez.
28. Where a Halls of Residence student makes a complaint to the University of Waikato, the Halls of Residence Complaints Process must cease.

The University of Waikato complaints process

29. A member of the university community may choose to make a complaint of interpersonal violence to the university if it relates to another member of the University community.
30. A Student who has experienced interpersonal violence can make a complaint about another student or member of staff to the university online anytime via MyWaikato. Any member of staff can assist a student to make a complaint, including making a complaint on behalf of a student, via their staff MyWaikato, if the Student has given their explicit consent and permission to the complaint being made on their behalf.
31. Staff can raise a complaint through discussion with their line manager, Human Resource Adviser, staff Union representative or the [Employee Assistance Programme](#).
32. Complaints cannot be anonymous. Members of the University community who are concerned about consequences if their name was revealed are advised to seek advice on the process.

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33. International students can contact the [International Student Services Office](#) for support with understanding the University of Waikato complaint process, as well as making a complaint.
34. The making, investigation or resolution of a complaint under these procedures must be in accordance with the [Interpersonal Violence Policy](#), the [Staff Code of Conduct](#) and the [Code of Student Conduct, Student Discipline Regulations](#).
35. The complaint must be acknowledged in writing within three working days of receipt.
36. Interim safety measures undertaken will be communicated to both parties as soon as practicable.
37. Both the complainant and respondent will be offered access to a [Waikato Students' Union](#) Advocate (student) or Human Resource representative (staff member) during this process and be made aware of appropriate support resources throughout the process (see Appendix 1).
38. The University may consult with Police, legal experts and other specialists as necessary to ensure any civil process undertaken by the University does not hinder any criminal process being undertaken.
39. Within 20 working days of the complaint being made, the Student Discipline Committee or Pro Vice-Chancellor, Deputy Vice-Chancellor, Director or equivalent, will meet with the complainant and respondent and ensure the following requirements are met:
 - A. The complainant and respondent are aware that they are entitled to have a support person with them throughout the complaint process.
 - B. The complainant and respondent are advised of their rights and responsibilities and what to expect from the complaint process, including the taking of information related to the complaint, and the potential sanctions if an allegation is upheld.
 - C. Details of any interim measures, such as non-contact orders or restricted movement on campus, will be clarified and reiterated.
 - D. The outcome that the complainant is seeking will be clarified.
 - E. Reports will be taken from affected parties, transcribed, signed to attest to accuracy, and given to the other party.
 - F. Each party will be informed that should a Police process arise, the reports provided to the University's investigation process may be requested by the Police.
 - G. The respondent will be invited to respond to the information provided by the complainant. It is very important, according to the principles of natural justice, that the process is fair and that the respondent is given an opportunity to address allegations against them.
 - H. The Student Discipline Committee or Pro Vice-Chancellor, Deputy Vice-Chancellor, Director or equivalent may request further meetings with the complainant, the respondent and/or any witnesses separately before reaching a decision.
 - I. The complainant and respondent will be given the opportunity to respond to or question any new evidence that may be produced before a final decision is made.
40. In general, the complainant and the respondent will be kept informed of progress of the complaint. Both the complainant and the respondent may ask for clarification at any time, and all efforts will be made to respond within two working days wherever possible.
41. Where the complainant or the respondent reasonably believes that the investigating Committee or other support staff involved may have a conflict of interest, they may request the relevant committee chairperson or delegated authority to appoint an alternative investigator(s).
42. The privacy and safety of both parties will be of paramount importance. At no point will the complainant and respondent be required to meet together without the consent of both parties.
43. The Student Discipline Committee or Pro Vice-Chancellor, Deputy Vice-Chancellor, Director or equivalent will make a decision within 10 working days from the date of the last report taken. The decision will be conveyed to the complainant and respondent within five working days of the decision being made.
44. The outcome of a Complaint will be determined by the findings of any investigation, the seriousness of the complaint and, to the extent that is possible, the wishes of the complainant.
45. The final decision will indicate whether there has been a breach of the [Interpersonal Violence Policy](#). The Student Discipline Committee or Pro Vice-Chancellor, Deputy Vice-Chancellor, Director or equivalent will provide both the complainant and the respondent with a summary of the investigation results, the decision,

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reasons for the decision and any applicable outcomes. A verbal discussion may be provided to the complainant at the discretion of the Chair of the Student Discipline Committee or Pro Vice-Chancellor, Deputy Vice-Chancellor, Director or equivalent. The complainant and respondent will be reminded of support available to them (see Appendix 1).

46. Where the complainant or respondent believes the outcome is unsatisfactory, they may make a written appeal as set out in Part 5 of the [Student Discipline Regulations](#) and section 7 of the [Student Complaints Procedures](#).

Interim Safety Measures

47. While a complaint is being investigated, interim safety measures may be put in place by the Vice-Chancellor as part of a safety plan for the complainant, respondent, and University Community. Interim measures are outlined in the [Interpersonal Violence Policy](#).

Family Violence Leave & Short-term flexible study and working arrangements

48. Staff and students with an experience of interpersonal violence may request flexible working/studying arrangements to: attend medical appointments, attend counselling, attend legal proceedings, seek safe housing, attend appointments with support services, and any other matters related to interpersonal violence. The University of Waikato can support staff and students by the following:
 - a) Students may be permitted academic accommodations (e.g. extensions) for internal assessment through consultation with a member of the [Student Health Service](#), [Accessibility Services](#) or other appropriate service (e.g. external Doctor, Counsellor, professional support person or service). A letter/email from the appropriate service will be required to support the academic accommodations. The letter does not need to outline the nature/reason behind the requirement. Academic staff are not to ask the student for the reason, as this would increase the risk of additional harm.
 - b) For examination purposes, the process outlined in [Special Consideration for Impaired Performance or Missed Examination](#) must be followed.
 - c) Staff may access family violence leave and short-term working arrangements; or the University's flexible working arrangements, as outlined in the 'Family Violence Leave and short-term flexible study and working arrangements' section of the [Interpersonal Violence Policy](#). Staff must discuss this with their line manager when requesting these arrangements. The line manager may require evidence to grant these arrangements.

Prosocial bystander intervention

49. The University encourages everyone to look after one another through safe prosocial bystander intervention in order to prevent or stop interpersonal violence from occurring or continuing and facilitate a violence free culture across the University community.
50. Safe prosocial bystander intervention can occur before, during, or after an incident of violence or inappropriate behaviour. Unsafe bystander intervention is done alone and up close, whereas safe bystander intervention is done at a distance and involves others.
51. The steps involved in safe prosocial bystander intervention are:
 - a. noticing the situation – paying attention to what is going on nearby.
 - b. deciding if it is a problem – considering whether someone might need help and checking with people around if unsure.
 - c. accepting responsibility to take action – not assuming someone else will do something.
 - d. making a plan to intervene and engaging others, if possible, to ensure a safe and effective intervention;
 - e. Prosocial bystander intervention (appendix 2.16) can be enacted by delegating, documenting, directly intervening, delaying intervention, or distraction as follows:

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- delegation is asking a third party for help with intervening/empowering others to intervene. This could be making a plan with others of how to intervene, advising a person of authority, or calling Police (with consent if safe to do so).
- directly intervening can be enacted by starting a conversation, directly saying something.
- documenting the incident by recording or taking notes and then providing it to the person who was targeted for them to decide what to do.
- creating a distraction by attempting to disrupt a situation, but not engaging with the situation directly.
- delayed intervention by checking-in with the victim and providing comfort and support following the harmful situation.

52. Training and information can be accessed on prosocial bystander intervention and other violence prevention topics via the Violence Prevention webpage (appendix 1.1).

Prevention initiatives and the role of the Violence Prevention Coordinator

53. The Violence Prevention Coordinator is part of the [Student Health Service](#) interdisciplinary team and is based on the Hamilton campus.
54. The Violence Prevention Coordinator role oversees the [Violence Prevention Service](#) which aims to prevent interpersonal violence through prevention initiatives. The [Violence Prevention Service](#) operates at a primary prevention level. This means that initiatives are targeted at the University Community to encourage a violence free culture.
55. Online modules, educational workshops, and campaigns are amongst some of the initiatives that are provided at the primary prevention level at The University of Waikato.

Definitions

56. In this [policy](#):

ableism means stereotyping, discrimination, and prejudice against disabled people.

ageism means stereotyping, discrimination, and prejudice against people on the basis of their age.

biphobia means stereotyping, discrimination and prejudice against people who identify as bisexual.

bullying means deliberate and repeated (or has the potential to be repeated) physical, verbal, and/or social behaviour that can cause harm. It often involves the misuse of power in a relationship. Bullying may include hitting, insults, or spreading gossip.

community violence means violence - physical, sexual, psychological - between people who are not related and who may or may not know each other (acquaintances and strangers). This includes bullying, cyberbullying or online bullying, sexual violence, stalking, and harassment. Community violence can be motivated by ageism, biphobia, homophobia, transphobia, sexism, racism, ableism, and xenophobia.

complainant means a person who has made a complaint of an experience of interpersonal violence

complaint means an allegation of interpersonal violence.

consent means the active, ongoing, informed, specific and freely given agreement in response to a request to engage in physical contact, sharing media or sexual activity. Consent cannot be given by someone who is coerced, incapacitated by drugs or alcohol, or is so affected by drugs or alcohol that they cannot consent or refuse to consent to the activity. Consent cannot be given by someone who is unconscious or who has a diminished level of consciousness, or otherwise unable to understand and voluntarily give consent.

disabled people is a term that recognises that disabling barriers exist within society rather than with individuals. It is society that disables a person, not the impairment. Not everyone identifies with disability-focused language, so it is important to use the language that a person uses to refer to themselves. *Source: New Zealand Disability Strategy 2016–2026.*

disclosure means the sharing of an experience of interpersonal violence

discrimination means when a person is treated unfairly based on their membership of a particular group e.g., race, gender, religion, disability, sexual orientation.

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family violence means physical, sexual, psychological, emotional, spiritual, and economic abuse that is inflicted by a person with whom that person has been or is in a family relationship. Violence often includes a pattern of behaviours that may be coercive or controlling that enable the formation of an unequal power dynamic in a relationship through the use of power and control.

A family relationship can be a current or former spouse/partner, whānau, family member, someone a person shares a household with and also has a close personal relationship with, or someone a person shares a close relationship with but may not reside with. Family violence includes intimate partner violence (a form of gender-based violence), elder abuse, child abuse, and violence towards another family or whānau member.

Some of the behaviours are:

- Physical violence such as pushing, grabbing, tripping, shoving, poking, or prodding, slapping, hitting, punching, kicking, shaking, throwing to the ground, pulling hair, scratching, biting, burning, choking or strangling, harming pets, using a weapon
- Using children - threatening to take children away, using contact to harass the person
- Isolation such as controlling what they wear, who they talk to, where they can go, going through messages, social media, email, checking up on a person
- Emotional abuse such as putting someone down, calling a person names, making someone feel bad about themselves, humiliating a person, gaslighting: playing mind games, making a person question their reality, making a person think they're crazy
- Financial abuse such as preventing a person from keeping a job, giving a person an allowance (particularly in an intimate relationship), not giving a person a say in financial decisions
- Intimidation such as using intimidating looks or gestures, screaming, yelling, smashing or throwing things, punching walls, destroying personal property
- Coercion and threats such as threatening to leave, to die by suicide, to hurt a person, to do illegal things, using court orders or Police to threaten the person
- Sexual violence such as demanding to have sex, forcing a person to have sex, forcing a person to have sex in a way they didn't want, having sex with a person while they were asleep, making a person watch pornography
- Making someone take drugs or drink alcohol
- Treating someone like a servant
- Making light of the abuse or saying it didn't happen
- In LGBTQIA+ and takatāpui communities, family violence could also include (but is not limited to) a partner or family member hiding hormones, clothing, and other gender affirming items; using a past name; using pronouns not preferred by a person
- For disabled people, family violence could also include (but is not limited to) a partner or family member withholding their aids, medication or devices.

gender-based violence (GBV) means violence that is directed at someone based on their sex or gender. GBV is rooted in gender inequality and harmful societal norms. Examples of gender-based violence are intimate partner violence and sexual violence.

hate crime means a crime is committed, and the motivation is towards a person's race, religion, sexual orientation, gender identity, disability or age.

hate incident means an incident or behaviour is motivated by prejudice toward a person's race, religion, sexual orientation, gender identity, disability or age, but does not cross the criminal threshold.

homophobia is stereotyping, discrimination and prejudice against people who identify as homosexual.

impairment means a temporary or long-term condition, medical condition, illness or injury that affects a student's learning, communication, concentration, memory, hearing, mobility, movement, speech and/or vision. An impairment can be physical, psychiatric or a combination of both and includes both "seen" and "unseen" forms of impairment that has been or can be recognised, verified or diagnosed by an appropriate person qualified to make such a determination. It does not include states brought on by polysubstance use or stress without such a determination.

interpersonal violence means violence (physical, sexual, psychological, emotional, spiritual, and economic) used against another person, group or community that has the potential to cause harm. Interpersonal violence

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is an umbrella term that is divided into Family & Intimate Partner (close personal relationships) and Community (people known and strangers). Ableism, ageism, biphobia, homophobia, racism, sexism, transphobia, and xenophobia can contribute to interpersonal violence.

intimate relationship means an interpersonal relationship that includes intimacy. This may include physical, mental, spiritual, and/or emotional intimacy.

LGBTQIA+ stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and other sexual or gender minorities. The term 'Rainbow' or other letter combinations are also used to describe this community.

online bullying or cyberbullying is when a person uses digital technology to send, post or publish content with the intention to harm another person or a group. This behaviour is often aggressive, is repeated and involves some kind of power imbalance between the people involved. Online bullying can take many forms like:

- name calling
- repeated unwanted messages
- spreading rumours or lies
- fake accounts used to harass people
- excluding people from social activities
- embarrassing pictures, videos, websites, or fake profiles (*Source: Netsafe*)

person using violence also known as perpetrator a person who has used/perpetrated interpersonal violence on another person.

personal record of information means documented information about an incident or incidents of interpersonal violence; a personal record of information does not initiate a complaint, but it may be used by the person creating the record as evidence towards a complaint or making a criminal report at a future time.

person with an experience of interpersonal violence means a member of the University Community who has been a victim or perpetrator of interpersonal violence, an active bystander, or a whānau member or friend of a victim or perpetrator.

power imbalance the imbalance that exists within relationships due to the status given by society to different genders, races, classes, abilities, ages, and position within the workplace/education system/household. An abuse of power is at the centre of instances of violence.

prosocial bystander intervention means noticing when a person's behaviour, comments, jokes, and/or actions are harmful or inappropriate and choosing to intervene.

racism is stereotyping, discrimination and prejudice against a person based on their membership of a particular racial or ethnic group.

respondent means a person who has had a complaint of interpersonal violence made against them

sexism is stereotyping, discrimination and prejudice against a person based on their sex or gender. It is also linked to the beliefs around strict gender roles.

sexual violence means sexual activity or behaviour that a person does not or cannot give consent to as defined by the [Sexual Violence Policy](#). Other terms used include sexual abuse, sexual harassment, sexual assault, sexual harm, and harmful sexual behaviour.

staff member means "worker" as defined by the [Health and Safety at Work Act 2015](#), including employees of the University, employees of a controlled entity of the University, Council members, independent contractors or consultants engaged by or working at the University, volunteers and any other person providing services to or at the University.

student means a person enrolled at the University of Waikato. For the purpose of this [policy](#), the period during which a student is deemed to be enrolled as a student is defined as

- i. the period in a given year from (inclusively) the Monday of the start week of the paper in the student's programme of study that starts earliest in that year, to the Sunday of the end week of the paper that ends last
- ii. any orientation period immediately prior to the start week of the student's programme of study in a given year, and
- iii. any period in which the student is a resident of University of Waikato student accommodation.

The processes for dealing with complaints of misconduct may extend beyond the periods defined in subsection (i), (ii) and (iii).

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takatāpui is a traditional Māori term meaning ‘intimate companion of the same sex.’ It has been reclaimed to embrace all Māori who identify with diverse sexes, genders, and sexualities such as whakawāhine (trans women), tangata ira tāne (trans men), lesbian, gay, bisexual, transgender, non-binary, intersex and queer (Source: Kerekere, E. (2015) *Takatāpui: Part of the Whānau. Third Edition 2021*).

transphobia is stereotyping, discrimination and prejudice against people who identify as transgender.

university community means staff, students, and visitors to the University of Waikato.

victim/survivor A person who has had interpersonal violence perpetrated on them. These terms are used interchangeably in this document. “Victim” acknowledges that those who experience violence have been subjected to a crime. This is also a legal term; “Survivor” acknowledges that a person who has experienced interpersonal violence - particularly family violence and sexual violence - has begun healing and survived something that can be life altering. It is important to be aware that a person is not defined by the terminology used.

xenophobia means dislike of or prejudice against people from other countries.

Related documents

57. The following documents set out further information relevant to this procedure:

- [Bullying, Harassment and Discrimination Policy](#)
- [Child Protection Policy](#)
- [Code of Student Conduct](#)
- [Crimes Act 1961](#)
- [Education \(Pastoral Care of Tertiary and International learners\) Code of Practice 2021](#)
- [Employment Relations Act 2000](#)
- [Family Violence Act 2018](#)
- [Flexible Working Arrangements Policy](#)
- [Health Information Privacy Code 2020](#)
- [Health & Safety at Work Act 2015](#)
- [Interpersonal Violence Policy](#)
- [Oranga Tamariki Act 1989](#)
- [Personal Information and Privacy Policy](#)
- [Privacy Act 2020](#)
- [Safety and Wellness Policy](#)
- [Sexual Violence Policy](#)
- [Sexual Violence Procedures](#)
- [Special Consideration](#)
- [Staff Code of Conduct](#)
- [Student Complaints Procedures](#)
- [Student Discipline Regulations](#)
- [Te Tiriti o Waitangi](#)
- [The University of Waikato Halls of Residence Rules and Regulations - Hamilton](#)
- [University of Waikato Safety and Wellness Management System - Principles and Requirements](#)
- [The University of Waikato Selwyn Street Studios Halls of Residence Rules and Regulations](#)
- [University of Waikato Treaty Statement](#)

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Appendices

Appendix 1: Support

1. **Violence Prevention webpage**
<https://www.waikato.ac.nz/students/health/violence-prevention>
2. **Family Violence Leave & Short-term flexible working** <https://www.employment.govt.nz/leave-and-holidays/family-violence-leave/>
3. **Protection Order**
<https://www.justice.govt.nz/family/family-violence/ways-you-can-stay-safe-from-family-violence/>
4. **Restraining Order**
<https://www.justice.govt.nz/courts/civil/restraining-orders/>
5. **Shine: Plan for Safety & Wellbeing**
<https://www.2shine.org.nz/get-help/safety-and-wellbeing-planning/>
6. **Netsafe**
<https://www.netsafe.org.nz/>
7. **Nationwide Helplines**
<https://www.waikato.ac.nz/students/health/violence-prevention/helplines>

Women's Refuge

For women living with violence or in fear in their relationship or family

Crisis Line: 0800 733 843

Website: <https://womensrefuge.org.nz/>

Rape Crisis NZ

Phone: 0800 88 33 00

Victim Support

Free nationwide support service for people affected by crime, trauma, and suicide in New Zealand

Phone: 0800 victim (842 846) - 24/7

Website: www.victimsupport.org.nz

OutLine

To discuss topics around sexual orientation, gender identity and diverse sex characteristics; find sources of trusted information; connection to community or peers; and medical or mental health services that welcome rainbow people.

Phone: 0800 OUTLINE

Website: www.outline.org.nz

Shakti

For migrant /refugee women living with violence

Crisis Line: 0800 SHAKTI

Website: <https://www.shakti-international.org/>

Shine

Family violence service provider - confidential support, information and professional advice

Free call: 0508 744 633 (24/7) or live chat

Website: <https://www.2shine.org.nz/>

Hey Bro helpline

Supporting men to be free from violence

Phone: 0800 HEY BRO (439 276) - 24/7

Website: <https://www.hewakatapu.org.nz/services/0800-hey-bro>

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Are You Ok Family violence information line

To find out about local services or how to help someone else

Phone: 0800 456 450 or live chat

Website: <https://www.areyouok.org.nz/>

Safe To Talk

24/7 Sexual harm helpline

Free call: 0800 044 334, free text 4334 or live chat

Email: support@safetotalk.nz

Website: www.safetotalk.nz

Human Rights Commission

For information and support if you have faced discrimination, hateful speech, or your human rights have been denied

Phone: 0800 496 877

Email: infoline@hrc.co.nz

Website: www.hrc.co.nz

1737 Need to talk?

For mental health support from a trained counsellor

Free call or text: 1737

Website: <https://1737.org.nz/>

Additional Helplines:

For additional wellbeing helplines see [Wellbeing Tools & Strategies](#).

Sensitive Claims for sexual abuse (ACC)

Funded therapy for people that have experienced sexual violence

Phone: 0800 735 566

Website: www.acc.co.nz/for-providers/provide-services/sensitive-claims/

Oranga Tamariki line

For concerns about children and young people

Phone: 0508 326 459

Email: contact@ot.govt.nz

8. Sexual Violence information and support services

<https://www.waikato.ac.nz/students/health/violence-prevention/what-is-sexual-violence>

See: [Sexual Violence Procedures](#) for information and support services

9. Family & Intimate Partner Violence information and support services

<https://www.waikato.ac.nz/students/health/violence-prevention/what-is-family-violence>

Employee Assistance Programme (EAP) (Staff)

EAP is available for staff at The University of Waikato. EAP provides free counselling and psychological support.

EAP can be accessed via [Benestar](#).

Support services in Waikato

The University of Waikato Student Health Service

A multidisciplinary health team that is available to provide support to students.

Interpersonal Violence Appendices

Phone: 07 838 4037

Website: <https://www.waikato.ac.nz/students/health/>

Waikato Students' Union

Support and advocacy

Phone: (07) 838 4149

Website: <https://wsu.org.nz/>

Waikato Women's Refuge Te Whakaruruhau

Intimate partner violence support – safe housing, advice and community-based support

Phone: 07 855 1569 (24/7 crisis service)

Email: refuge@wwrt.co.nz

Website: www.waikatowomensrefuge.co.nz

Tuu Oho Mai Services

Family harm support & safety and non-violence programmes

Phone: (07) 834 3148

Email: admin@tuuohomai.org.nz

Website: www.tuuohomai.org.nz

Male Support Services

Support for males with physical, mental, emotional, domestic or sexual abuse experiences

Phone: 0800 677 289

Email: admin@waikatosurvivors.org.nz

Website: www.waikatosurvivors.org.nz

Shama

National Ethnic Response for Sexual Harm and specialist family violence support for ethnic women and children

Phone: 07 843 3810

Email: crisis1@shama.org.nz

Website: www.shama.org.nz

K'aute Pasifika

A range of services for Pacific people and other disadvantaged groups in the Waikato region, to improve their well-being.

Phone: 07 834 1482

Email: info@kautepasifika.co.nz

Website: www.kautepasifika.co.nz

Diversity Counselling

Counselling by registered professionals supporting people from a diversity of cultures, ethnicities, genders, religions, and languages.

Phone: 021 0262 5587

Email: contact@dcnz.net

Website: www.dcnz.net

Waikato Community Law

Free Legal help

Phone: 0800 529 482

Website: <https://communitylaw.org.nz/centre/waikato/>

Citizens Advice Bureau (CAB) Hamilton

Interpersonal Violence Appendices

Free, confidential, independent information and advice for everyone, as well as helping people know what their rights are and how to access services they need.

Phone: 07 839 0395/ 0800 367 222 (nationwide)

Website: www.cab.org.nz

Support services in Bay of Plenty

The University of Waikato Tauranga Student Health Service

On-site, students have access to a Student Health Nurse and a Physio as well as access to subsidised visits to off-site general practices', free off-site counselling, and access to Hamilton-based services.

Website: <https://www.waikato.ac.nz/students/health/tauranga>

Waikato Students' Union

Support and advocacy

Phone: (07) 262 0589

Website: <https://wsu.org.nz/>

Bay Counselling & Therapy Service

A referral can be made to this service by the student health nurse.

Phone: 022 013 9003

Email: alana.johnson@waikato.ac.nz

Tauranga Women's Refuge and Support Services

Advocacy, information, support and safe housing for women and children experiencing family violence

Phone: 0800 86 733 843 (24/7 helpline)

Website: www.taurangawomensrefuge.co.nz

Tauranga Living Without Violence

Family violence support & safety and non-violence programmes

Phone: 0800 577 003

Website: www.tlww.org.nz

Shakti Ethnic Women's Support Group Inc. Central Region

Support for Ethnic women of Asian, Middle Eastern and African Descent who are victims of family violence.

Phone: 0800 742 584 (24 hour crisis line), 021 736 858 (Service delivery)

Website: www.shakti-international.org/shakti-nz

Maketu Hauora

The provision of health & social services to Maketu and surrounding communities in the Western Bay of Plenty. There is support for the whole whānau from rangatahi to kaumatua - including family-violence-specific programmes.

Phone: 07 5332 551

Website: www.maketuhauora.org.nz

Baywide Community Law

Free legal help

Phone: 07 571 6812

Website: www.communitylaw.org.nz/centre/tauranga-whakatane/

Citizens Advice Bureau (CAB) Tauranga

Free, confidential, independent information and advice for everyone, as well as helping people know what their rights are and how to access services they need.

Interpersonal Violence Appendices

Phone: 07 578 1592/ 0800 367 222 (nationwide)

Website: www.cab.org.nz

10. Community Violence information and support services

<https://www.waikato.ac.nz/students/health/violence-prevention/violence-in-the-community>

The University of Waikato Student Health Service

A multidisciplinary health team that is available to provide support to students.

Phone: 07 838 4037

Website: <https://www.waikato.ac.nz/students/health/>

The University of Waikato Tauranga Student Health Service

On-site, students have access to a Student Health Nurse and a Physio as well as access to subsidised visits to off-site general practices', free off-site counselling, and access to Hamilton-based services.

Website: <https://www.waikato.ac.nz/students/health/tauranga>

Bay Counselling & Therapy Service (Tauranga)

A referral can be made to this service by the student health nurse.

Phone: 022 013 9003

Email: alana.johnson@waikato.ac.nz

Employee Assistance Programme (EAP) (Staff)

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Website: <https://communitylaw.org.nz/centre/waikato/>

Baywide Community Law (Tauranga)

Free legal help

Phone: 07 571 6812

Website: <https://communitylaw.org.nz/centre/tauranga-whakatane/>

Citizens Advice Bureau (CAB)

Free, confidential, independent information and advice for everyone, as well as helping people know what their rights are and how to access services they need.

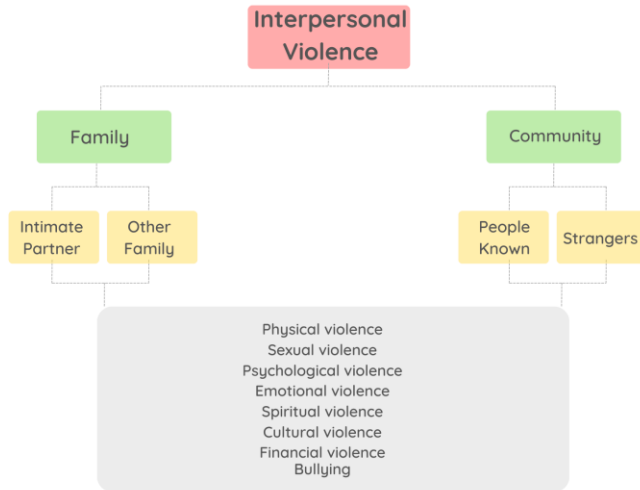
Phone: 0800 367 222 (nationwide)

Website: www.cab.org.nz

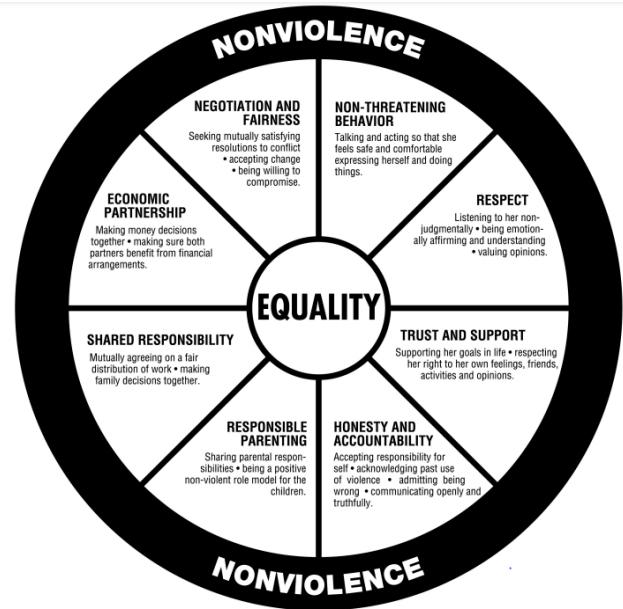
Interpersonal Violence Appendices

Appendix 2: Additional information

11. Interpersonal Violence - An umbrella term



12. Duluth Power and Control Wheel & Equality Wheel



DOMESTIC ABUSE INTERVENTION PROGRAMS
 202 East Superior Street
 Duluth, Minnesota 55802
 218-722-2781
 www.theduluthmodel.org

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 202 East Superior Street
 Duluth, Minnesota 55802
 218-722-2781
 www.theduluthmodel.org

<https://www.theduluthmodel.org/wp-content/uploads/2017/03/PowerandControl.pdf>

<https://www.theduluthmodel.org/wp-content/uploads/2017/03/Equality.pdf>

13. Hohou Te Rongo Kahukura: Power and Control Wheel for Rainbow Relationships

POWER AND CONTROL WHEEL FOR RAINBOW RELATIONSHIPS

Most Rainbow relationships are based on love and mutual respect. People are able to be themselves, communicate what they want, negotiate and feel free to say no to things they don't want to do. Everyone involved feels listened to when they speak.

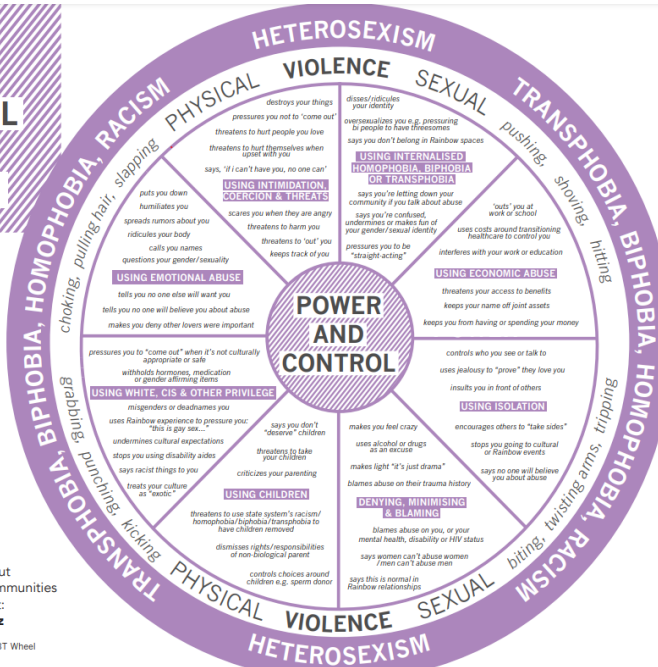
But sometimes what's happening in our relationships doesn't feel alright. These are the forms of controlling behavior in Rainbow relationships identified in community hui hosted by Hohou Te Rongo Kahukura - Outing Violence.

A Rainbow relationship is any relationship where at least one person identifies under the sex, sexuality and gender diversity umbrellas.



To find out more about building Rainbow communities without violence, visit: www.kahukura.co.nz

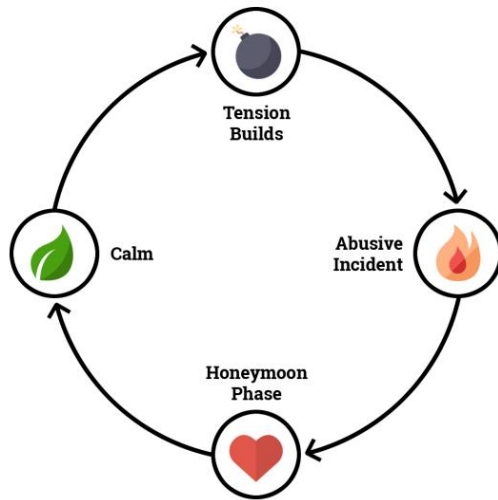
*Adapted from the Duluth LGBT Wheel



<http://www.kahukura.co.nz/wp-content/uploads/2017/05/Hohou-Te-Rongo-Kahukura-Outing-Violence-Power-and-Control-Wheel.pdf>

14. Cycle of Abuse

The Cycle of Abuse



- Tension Builds**
Stress begins to grow from the pressures of daily life, or other points of conflict. The victim may attempt to reduce tension by complying with the abuser.
- Abusive Incident**
Verbal, emotional, physical, or sexual abuse occurs. This includes anger, intimidation, threats, and other forms of abuse.
- Honeymoon Phase**
The abuser apologizes, shows remorse, and often begs for forgiveness. They may shower the victim with love and affection, and promise that the abuse will never happen again.
- Calm**
The relationship enters a period of calm where the abuse stops or slows. The abuser may continue to ask for forgiveness, or make positive gestures, but these tend to reduce in sincerity over time.

<https://www.therapistaid.com/worksheets/cycle-of-abuse.pdf>

Interpersonal Violence Appendices

15. Self-care

Types of Self-Care

Physical Sleep Stretching Walking Exercise Nutrition Yoga	Emotional Stress Management Coping Skills Compassion Therapy Journaling	Social Boundaries Support System Positive Social Media Communication Friends	Spiritual Time Alone Meditation Prayer Nature Sacred Space
Personal Hobbies Creativity Goals Identity Authenticity	Space Safety Healthy Environment Stability Clean Space	Financial Saving Budgeting Money Management Paying Bills Boundaries	Work Time Management Work Boundaries Breaks

BlessingManifesting

50 Ways to Take a Break








The infographic lists 50 ways to take a break, organized into several categories:

- REST**: Take a bath, Listen to Music, Take a Nap, Go to a body of water, Watch the clouds, Watch the stars, Write a Letter, REST your legs up on a wall, Let out a sigh, Fly a Kite, Listen to a guided relaxation, Read a Book, sit in NATURE, Move twice as slowly.
- MEDITATE**: Take Deep Belly breaths, Notice Your Body, Buy some Flowers, Find a relaxing scent, Call a friend, Meander around Town.
- WRITE**: Write in a journal, Walk Outside, Write a quick poem, Read poetry, Put on some music and DANCE, Give Thanks.
- NEW**: Learn something NEW, Listen to a guided relaxation, Read a Book, sit in NATURE, Move twice as slowly.
- ART**: Color with Crayons, Paint on a surface other than paper, Write a quick poem, Read poetry, Put on some music and DANCE, Give Thanks.
- Other activities**: Light a candle, Take a bike ride, Go to a park, Pet a furry creature, Create your own coffee break, View some ART, Eat a meal in SILENCE, Turn off all electronics, Go to a Farmers Market, Forgive someone, Engage in small acts of KINDNESS, Do some gentle stretches, Paint on a surface other than paper, Write a quick poem, Read poetry, Put on some music and DANCE, Give Thanks.

Source: www.karabing.com Art by Paula Pearson www.chart.mapp.com

16. Bystander Intervention

The 5 D's of Bystander Intervention

<h3>Direct</h3>  <p>Directly respond to the harassment by naming what is happening</p>	<h3>Distract</h3>  <p>A simple way to intervene and can derail the incident by interrupting it</p>
<h3>Delegate</h3>  <p>Ask for assistance, resources, or for help</p>	<h3>Delay</h3>  <p>Make a difference by checking in with the victim after the fact</p>
<h3>Document</h3>  <p>It can be really helpful to record an incident as it happens, but only if it is safe</p>	 

<https://www.slu.edu/about/safety/sexual-assault-resources/pdfs/bystander-intervention.pdf>