

# Identified Risks & Controls

The information below is a summary of the key identified risk areas and controls in place. These risk areas have been identified by examining the workplace characteristics as well as the standards and requirements outlined in the legislative instruments. Noting this assessment includes only organisational level controls and some areas within the University will have additional local level controls responding to specific drivers, hazards or risks present.

Underpinning this risk assessment is the established Safety Management System at Griffith University which is the framework for capturing any additional risk assessments conducted at a local level and the subsequent additional controls put in place. There is then a mechanism for sharing these controls (Psychosocial Hub) with other local levels to ensure consistency and collaboration in the proactive approach to mitigating the risk for all individuals.

Identified Risk	Current Controls
Stakeholders (including staff, students and other people in the workplace) do not know or understand what behaviour is unacceptable or unlawful.	<ol style="list-style-type: none"> <li>1. Training courses available to staff and students: <ol style="list-style-type: none"> <li>a. Code of Conduct staff training (<u>mandatory</u>)</li> <li>b. Preventing and responding to Gender-based violence staff training (mandatory from 2025)</li> <li>c. Recognise, Respond, Refer student training</li> <li>d. Respect at Griffith student training (T1, 2025)</li> <li>e. Bystander training</li> </ol> </li> <li>2. Behaviour expectation setting <ol style="list-style-type: none"> <li>a. Staff supervision and management from direct supervisor</li> <li>b. Onboarding and induction processes</li> <li>c. Employment contracts</li> <li>d. Reinforcing conduct expectations for students and staff</li> <li>e. Contractor induction and onboarding inclusive of behavioural expectations</li> <li>f. Behavioural expectations clearly stated to all members of public interfacing with Griffith services and/or clinics (ie signage, welcome emails, booking confirmation emails)</li> <li>g. Work Integrated Learning Guidelines (students, staff and partner organisations)</li> </ol> </li> <li>3. Griffith University Values</li> <li>4. Policy Suite <ol style="list-style-type: none"> <li>a. Code of Conduct (staff),</li> <li>b. Student Conduct Safety and Wellbeing Policy,</li> <li>c. Sexual Harm Prevention and Response Policy,</li> <li>d. Staff Sexual Harm Response Procedure,</li> <li>e. Student General Conduct Procedure,</li> <li>f. Student Reports of Bullying, Harassment, Discrimination and Sexual Harm Procedure,</li> <li>g. Staff Harassment Bullying and Discrimination Policy,</li> <li>h. Child Safety and Wellbeing Policy,</li> <li>i. Equity Diversity and Inclusion Policy</li> <li>j. Health Safety and Wellbeing Policy</li> </ol> </li> </ol>
Stakeholders (staff, student or member of community) behave in a way that is unacceptable or unlawful	<ol style="list-style-type: none"> <li>1. Published policy and procedure suite for responding to behaviour that is unacceptable or unlawful including: <ol style="list-style-type: none"> <li>a. Grievance procedures</li> <li>b. Performance management processes</li> <li>c. Student General Conduct Procedure</li> <li>d. Student Reports of Bullying, Harassment, Discrimination and Sexual Harm Procedure</li> <li>e. Complaints process</li> </ol> </li> </ol>
Staff and students are not equipped to respond effectively to disclosures of sexual harassment or gender-based violence	<ol style="list-style-type: none"> <li>1. Safe Campuses website provides detailed information on supports available and steps to take in instance of receiving or needing to make a disclosure, including links to any relevant pages or supports.</li> <li>2. Established university support programs who can assist with situations where a disclosure is made or received <ol style="list-style-type: none"> <li>a. Student Safety and Wellbeing team</li> <li>b. Staff Health and Wellbeing team</li> <li>c. Griffith Mental Wellbeing Support Line (Students)</li> <li>d. Staff Employee Assistance Program</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>a. SASH responder network</li> <li>b. Harassment &amp; Discrimination Contact Officer (HDCO) network</li> </ul> <p>3. Training courses available:</p> <ul style="list-style-type: none"> <li>a. Recognise, Respond, Refer for students</li> <li>b. Responding to gender-based violence module for staff</li> <li>c. Bystander training</li> </ul>
Available supports aren't effective, accessible, widely known, or have the potential to cause more harm	<ul style="list-style-type: none"> <li>1. Established university support programs who are staffed by experts in the field <ul style="list-style-type: none"> <li>a. Student Safety and Wellbeing team</li> <li>b. Counsellors, Violence Response and Prevention (students)</li> <li>c. Staff Health and Wellbeing team</li> <li>d. Student Mental Wellbeing Support line</li> <li>e. Staff Employee Assistance Program</li> </ul> </li> <li>2. Established university support teams who can provide best practice supports <ul style="list-style-type: none"> <li>a. Student Safety and Wellbeing team</li> <li>b. Staff Health and Wellbeing team</li> <li>c. Health and Safety Partner team</li> <li>d. Human Resources Business Partner team</li> <li>e. Workplace Relations team</li> </ul> </li> <li>3. Centralised information sources outlining available support options <ul style="list-style-type: none"> <li>a. Safe Campuses website</li> <li>b. Student health and wellbeing internet pages</li> <li>c. Staff Wellbeing and Psychosocial Hubs</li> </ul> </li> <li>4. Promotion of supports through student communications, staff news, campus signage and university social media</li> <li>5. Provision of information regarding support services available to stakeholders at induction and onboarding.</li> <li>6. Established referral pathways into health, community and emergency services</li> </ul>
Staff and students do not know how to report incidents, feel reporting processes are burdensome or are not willing to report to the University	<ul style="list-style-type: none"> <li>1. Transparent and accessible reporting mechanisms available: <ul style="list-style-type: none"> <li>a. Report a Concern (including anonymous option)</li> <li>b. Confidential GSafe (incident reporting system)</li> <li>c. Staff formal grievance reporting procedure</li> </ul> </li> <li>2. Safe Campuses Annual Report captures and publishes key data regarding the culture, approach and reporting across the university</li> <li>3. Reporting mechanisms outlined in all relevant training modules for staff and students</li> <li>4. Safe Campuses website details all available supports, reporting mechanisms and gives information regarding Griffith University's approach to prevention</li> </ul>
Formal processes that are not fit for purpose, have the potential of causing further harm and do not deliver proportionate outcomes	<ul style="list-style-type: none"> <li>1. Policy and procedure suite is reviewed and benchmarked by subject matter experts in line with compliance and legislative requirements.</li> <li>2. Formal processes are supported by expert teams: <ul style="list-style-type: none"> <li>a. Workplace Relations</li> <li>b. Office of General Counsel</li> <li>c. Staff Health &amp; Wellbeing</li> <li>d. Human Resources Business Partners</li> <li>e. Student Safety and Wellbeing</li> </ul> </li> </ul>

	f. Registrar's office - Student Integrity and Student complaints
Poor physical environments on campuses	<ol style="list-style-type: none"> <li>1. Established and embedded safety management system &amp; incident reporting processes and procedures</li> <li>2. Established and embedded maintenance reporting and ticketing system</li> <li>3. Security resources engaged by the University who provide security services to increase physical safety</li> <li>4. Capital improvement project that identifies and prioritises projects that address physical accessibility of existing building environment</li> </ol>
Poor behaviour and safety approaches in student accommodation provided by Griffith	<ol style="list-style-type: none"> <li>1. Policy &amp; Procedure Suite <ol style="list-style-type: none"> <li>a. Community Standards</li> <li>b. Terms and Conditions of Stay</li> <li>c. Rooming Allocation Procedure</li> <li>d. Child Protection policy</li> </ol> </li> <li>2. Training available: <ol style="list-style-type: none"> <li>a. Child Protection Training</li> <li>b. Online induction</li> <li>c. Respectful relationships and consent training</li> <li>d. Student leader training</li> <li>e. Ongoing education and touch points based on identified risks or drivers</li> </ol> </li> <li>3. Student leader program</li> <li>4. Staff oversight and support (including on call rostering)</li> <li>5. Accommodation processes embedded and linked with existing Student procedures including reporting mechanisms, supports and response to disclosures.</li> </ol>
Lack of effective leadership (at all levels of leadership) on eliminating sexual harassment and gender-based violence	<ul style="list-style-type: none"> <li>• University Council training and information sessions delivered by subject matter experts (ongoing)</li> <li>• Executive Group training and information sessions delivered by subject matter experts (ongoing)</li> </ul> <ol style="list-style-type: none"> <li>1. Executive participation in sector based GBV initiatives</li> <li>2. Safe &amp; Respectful Communities annual action plan provided to and endorsed by University Council and Executive Group – published and available on Safe Campuses site</li> <li>3. Success Profiles and Leadership Capability Framework</li> <li>4. Established university support teams who can support people leaders in their management of the risk of sexual harassment <ol style="list-style-type: none"> <li>a. Student Safety and Wellbeing team</li> <li>b. Respectful Communities Coordinator</li> <li>c. Health and Wellbeing team</li> <li>d. Health and Safety Partner team</li> <li>e. Human Resources Business Partner team</li> <li>f. Workplace Relations team</li> <li>g. Capability and Development team</li> </ol> </li> <li>5. Policy &amp; Procedure Suite <ol style="list-style-type: none"> <li>a. Code of Conduct</li> <li>b. Student Conduct Safety and Wellbeing Policy,</li> <li>c. Sexual Harm Prevention and Response Policy,</li> <li>d. Staff Sexual Harm Response Procedure,</li> <li>e. Student General Conduct Procedure,</li> <li>f. Student Reports of Bullying, Harassment, Discrimination and Sexual Harm Procedure,</li> <li>g. Staff Harassment Bullying and Discrimination Policy,</li> <li>h. Child Safety and Wellbeing Policy,</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>i. Equity Diversity and Inclusion Policy,</li> <li>j. Health Safety and Wellbeing Policy</li> </ul> <p>6. Psychosocial Risk Management Framework and Resources</p> <ul style="list-style-type: none"> <li>a. Psychosocial Risk Management framework and resources:</li> <li>b. Psychosocial Management standard</li> <li>c. Psychosocial Hub</li> <li>d. Hub and Toolkit training sessions</li> <li>e. Psychosocial Risk Management for People Leaders credentialed online training module</li> </ul>
Unclear or inconsistent governance relating to the management of sexual harassment and gender-based violence including data gathering and reporting.	<ul style="list-style-type: none"> <li>1. Policy library available for all staff and students</li> <li>2. Published policies and procedures are all regularly reviewed, updated and communicated <ul style="list-style-type: none"> <li>a. Safe Campuses Annual Report provided to Executive Group, Audit and Risk Committee and University Council</li> <li>b. Risk Owner, University Council and Executive Group have oversight of all working groups and committees in this space across staff and students with documented reporting mechanisms</li> <li>c. Higher Education Code reporting to Department of Education (from 2025/26)</li> </ul> </li> </ul>

