

Responding to sexual violence and harmful sexual behaviour

Capability framework

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Sexual Assault Services Victoria worked in partnership with the DFFH Centre for Workforce Excellence on the development of this framework. They consulted with a range of practitioners and organisations, as well as a sector advisory group.

Aboriginal acknowledgement

The Victorian Government acknowledges Victorian Aboriginal people as the First Peoples and Traditional Custodians of the land and water on which we rely. We acknowledge and respect that Aboriginal communities are steeped in traditions and customs built on a disciplined social and cultural order that has sustained 60,000 years of existence. We acknowledge the significant disruptions to the social and cultural order and the ongoing hurt caused by colonisation. We acknowledge the ongoing leadership role of Aboriginal communities, particularly Aboriginal women, in addressing and preventing family violence and will continue to work in collaboration with First Peoples to eliminate family violence from all communities.

Acknowledgement of victim survivors

We pay our respects to victims and victim survivors of family violence, sexual violence and gender-based violence. We acknowledge their resilience and courage. They remain at the forefront of our work.

Sexual violence services and support

If you have experienced a recent sexual assault or need after-hours support in Victoria, call the Sexual Assault Crisis Line (SACL) on 1800 806 292.

SACL is the Victorian state-wide, after-hours, confidential telephone service for people who have experienced both past and recent sexual assault. SACL operates 5pm to 9am on weeknights and throughout weekends and public holidays.

Calls to this number during office hours will divert to your local specialist sexual assault service.

You can also contact specialist sexual assault services directly by searching your postcode or suburb on the interactive [Sexual Assault Services Victoria service map](#).

If you have experienced violence or sexual abuse, you can also contact 1800RESPECT (1800 737 732) at any time. You can get immediate help. You can also get ongoing help. When you call, you will talk to a counsellor from the National Sexual Assault and Domestic Violence hotline.

If you are concerned for your safety or that of someone else, contact the police or call Triple Zero (000) for emergency help.

Introduction



Introduction

What is the *Responding to sexual violence and harmful sexual behaviour capability framework*?

This framework describes the knowledge, skills and capabilities needed to:

- work in the specialist sexual assault sector
- meet the diverse needs of victims and survivors.
This includes:
 - diverse communities and their families
 - children and young people
 - First Nations communities
- understand the concepts, nature and theoretical basis of sexual violence
- support victim survivors across all stages of engagement. This includes:
 - initial response
 - therapeutic support
 - navigating the legal system
- work with children and young people who engage in harmful sexual behaviour.

It is designed to support everyone working in the specialist sexual assault sector. It is also a useful tool for other relevant sectors.

Aboriginal Community Controlled Organisations that deliver Aboriginal sexual assault support services will define the foundational knowledge capabilities for Aboriginal practitioners. They will reference this capability framework and the work undertaken to document the service delivery model. This aligns with self-determination principles.

Using this framework will ensure an informed, capable and culturally responsive workforce.

This framework is part of the Victorian Government's:

- *Building from strength: 10-Year Industry Plan for Family Violence Prevention and Response*
- *Framing the Future: Second rolling action plan.*

This framework complements the *Responding to family violence capability framework*.

The *Responding to family violence capability framework* sets out the capabilities aligned to the *Family Violence Multi-Agency Risk and Assessment and Management Framework (MARAM Framework)*. The MARAM Framework support a consistent system-wide response to family violence and sexual violence.

Focus and scope

This framework focusses on the key knowledge and skills required to:

- deliver specialist sexual violence trauma-informed support to victim survivors of sexual violence and harmful sexual behaviour
- support capability uplift across the sector.

The framework aligns with the capabilities outlined in 3 key documents widely adopted within the specialist sexual assault sector. The 3 key documents are:

- National Association of Services Against Sexual Violence (NASASV) *National Standards of Practice Manual for Services Against Sexual Violence (3rd Edition)*
- *Minimum Practice Standards: Specialist and Community Services Responding to Child Sexual Abuse*
- *National Clinical and Therapeutic Framework for children and young people who have displayed concerning or harmful sexual behaviour* (this framework is currently under development).

The framework is the first of its kind in Australia for the sexual violence and harmful sexual behaviour workforces. Standards of practice and a deep practice expertise across the workforce underpins the sector. Further work is underway nationally to review and embed practice standards and frameworks.

The specialist sexual assault workforce

Describing the work

The specialist sexual assault sector in Victoria provides trauma-informed services to approximately 20,000 people each year who are impacted by sexual violence. This violence includes:

- sexual assault
- child sexual abuse
- harmful sexual behaviour.

A specific Aboriginal service model also exists to provide trauma informed, culturally safe support for Aboriginal and Torres Strait Islander people who have been harmed by sexual violence.

There are currently 19 specialist sexual assault services in Victoria. Of these, 11 provide specialist therapeutic counselling to children and young people who have displayed harmful sexual behaviour.

For more service information or to find your local service, refer to the [Sexual Assault Services Victoria service map](#).

Describing the workforce

The sector is primarily comprised of workers delivering counselling and advocacy services to:

- victim survivors of sexual violence
- children and young people who engage in or are impacted by harmful sexual behaviour.

Job titles vary across services reflecting differences in service models and role responsibilities. These roles can include:

- counsellor-advocates
- practitioners
- clinicians.

Depending on the service structure and the scope of responsibilities, senior workers who oversee these practices may have titles such as:

- senior counsellor-advocate
- clinician
- manager
- clinical lead.

The sector also includes roles related to prevention and community education, as well as administrative and human resources roles. Components of this framework may apply to these roles.

Responding to sexual violence

Sexual violence is being forced, pressured or tricked into doing sexual things when you don't want to. It includes sexual behaviour that makes you feel uncomfortable, frightened, intimidated or threatened. It is often a crime and can take many forms, including:

- sexual assault
- sexual harassment
- image-based sexual abuse
- child sexual abuse.

Sexual violence can affect people of all genders throughout their lives. Perpetrators can be strangers or people known to the survivor, like a partner, family member, colleague or friend.

Specialist sexual assault services in Victoria provide free and confidential counselling and advocacy support, including crisis support services to women, children, young people, men and people who identify as gender diverse.

To minimise the risk of further harm, services adopt a sexual violence trauma-informed approach (for more information, see Language and terminology). This ensures that practices, policies and organisational culture recognise and respond to the impacts of trauma on a person's wellbeing, safety and behaviour.

Responding to harmful sexual behaviour

Harmful sexual behaviour refers to sexual behaviours by children and young people that fall outside what may be developmentally expected or socially appropriate. These behaviours are distressing in nature and harm the victim or others. The behaviours may involve coercion, bribery or aggression, or target a more vulnerable child or young person.

Harmful sexual behaviour may be compulsive, excessive and degrading. These behaviours can be resistant to typical parental guidance, correction and appropriate boundary setting. Such behaviours need a coordinated, trauma-responsive and developmentally informed response.

Specialist sexual assault services in Victoria provide specialist therapeutic counselling to children and young people engaging in harmful sexual behaviour. Services also support children and young people to:

- understand what has occurred
- make informed decisions about next steps
- recover in a safe and supportive environment
- navigate potential legal processes.

Language and terminology

Language around identities is always evolving. This is especially the case for diverse groups of people. The terms used in this framework reflect the accepted language at the time of writing. But we understand that one term or description may not capture the full breadth of individual identity. It may not be the language that individuals or groups identify with.

This framework introduces the concept of a *sexual violence trauma-informed* approach. This is to emphasise the specific ways sexual violence shapes victim-survivors' trauma and recovery experiences. It also highlights the importance of this awareness within the specialist sexual assault sector.

This approach builds on existing concepts of trauma-informed or trauma-responsive practice to recognise:

- the specific capabilities needed to apply trauma principles to sexual assault practice
- sexual violence has a wide range of possible impacts, including but not limited to trauma.

Why have a capability framework?

A capability framework identifies what workers need to perform their role in a specific field. It offers a structured approach to identifying the skills that people need, and supports both the workforce and organisations.

Capability building

Capability frameworks outline the critical skills and knowledge required at varying levels of practice. This can be from entry-level to more advanced roles. Capability frameworks enable:

- targeted training
- professional development
- role-specific development.

Organisational planning

Capability frameworks offer a consistent language and structure to inform workforce strategies. This includes for:

- recruitment
- performance management
- succession planning.

Performance and development

Capability frameworks provide a structured basis for evaluating individual and organisational performance. This helps staff understand their roles and the value they contribute.

A system that works together

Capability frameworks improve cross-sector collaboration. This framework helps align workforce capabilities with critical system features, such as the MARAM Framework. This can help coordinate responses to family violence.

Capability frameworks and workforce development

A capability framework is often used alongside other workforce development documents. Each have a different purpose.

Capability framework

This outlines the skills, knowledge and behaviours expected across the organisation/sector. It offers a foundation for role-specific requirements and development.

Practice guidance

These detail guidelines, best practice or procedures for specific professional activities within organisations.

Job descriptions

These outline tasks, responsibilities and skills needed for a role. They help workers understand what is expected of them and how they can grow in their role.

How different roles can use this framework

Workers

- Identify current capabilities.
- Assess any skills gaps for professional development.
- Organise professional development and training plans.
- Guide professional development conversations.
- Develop goals to support career pathway planning and development.

Managers

- Guide skills and gaps analysis to inform:
 - team training plans
 - professional development opportunities.
- Use as a foundation for performance reviews.
- Support reflective supervision conversations.
- Help provide clear feedback and guidance.

Organisations

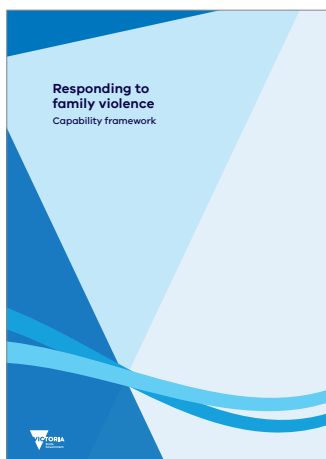
- Guide recruitment processes such as writing position descriptions and assessing candidates' competencies.
- Inform strategic workforce planning, including:
 - succession planning
 - resource allocation
 - training investment.
- Build organisational capacity by integrating the skills into:
 - staff induction programs
 - ongoing professional development.

Human resources staff

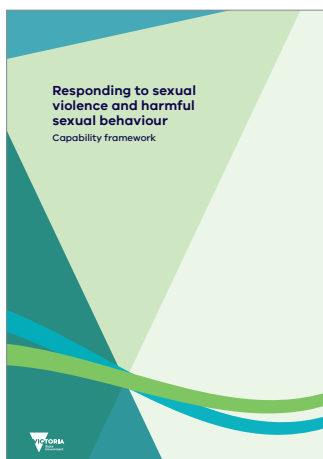
- Based on the capabilities, develop:
 - position descriptions
 - job advertisements
 - interview questions.
- Design professional development pathways and learning opportunities aligned with the framework. This will help meet organisational and sector goals.
- Assess and enhance performance management systems. This helps ensure they reflect the framework's capabilities.

Trainers and training providers

- Design education and training programs that align with the framework.
- Design education and training programs around the capabilities outlined in the framework.
- Identify gaps in existing training content and develop new content to address them.
- Integrate capabilities into qualification pathways.
- Align training with professional expectations and needs.



Responding to family violence capability framework



Responding to sexual violence and harmful sexual behaviour capability framework



Primary prevention of family and gender-based violence capability framework

A coordinated approach to capability building

This framework is **1 of 3 interconnected capability frameworks**, developed with recognition of the intersecting and overlapping nature of family and sexual violence. The suite of frameworks recognise the similarities and differences in the knowledge and skills required for safe and effective prevention and response of family and sexual violence. The 2 other frameworks are:

- **Responding to family violence capability framework**
This framework outlines the knowledge and skills workers need to safely and effectively respond to family violence in the context of their professional role, as prescribed and outlined in the MARAM framework. The framework supports all workers whose roles intersect with family violence. This includes those who work in specialist family violence, as well as the broader health, justice and social services.

- **Preventing family violence and gender-based violence capability framework.** This framework sets out the skills and knowledge needed to address the social norms, structures, systems and behaviours that drive family violence and gender inequality. It aims to support those working to prevent family violence and gender-based violence across a range of roles, organisations, sectors, settings and communities.

Depending on their role, individuals may find their responsibilities reflected across more than one framework. An organisation may employ practitioners across all 3 frameworks.

Together, these resources will support workforce planning and development across Victoria's services and systems engaged in preventing and responding to family violence and sexual assault. They will outline the unique skills needed in these areas. They will also reinforce the shared skills needed across different sectors. This will help workforces to collaborate more effectively.

How to use this framework



How to use this framework

The framework outlines 12 workforce capabilities required for specialist sexual assault sector workers. Each capability includes knowledge indicators and skill indicators. Workers are not expected to demonstrate all indicators at the point of entry. Instead, the framework is a reference for ongoing professional upskilling across the sector.

Not all indicators will be relevant to every role within the sector. For example, 'Capability 12: Working with children and young people engaging in harmful sexual behaviour' applies primarily to workers in child-specific services.

The other capabilities listed below reflect the increasing complexity and scope of practice. These capabilities aim to support workforce planning, supervision and general capability building, rather than prescribe individual career progression.

Readable figure text

The following figures provide a visual overview of the workforce capabilities for responding to sexual violence and harmful sexual behaviour. The figures are also available as plain figure text at the back of this document.

All figures are available as printable PDFs:
<https://www.vic.gov.au/responding-sexual-violence-and-harmful-sexual-behaviour-capability-framework>



Capabilities for specialist sexual violence response roles

Figure 1: Structure of the *Responding to sexual violence and harmful sexual behaviour capability framework*

Capabilities required for specialist sexual assault sector workers											
1 Understanding and applying concepts, theories and the nature of sexual violence and child sexual abuse	2 Working with diverse clients, communities and families	3 Working with First Nations communities	4 Engaging in sexual violence trauma-informed practice	5 Working with children and young people	6 Delivering intake and initial assessment (including responding to risk and safety)	7 Delivering crisis responses and therapeutic interventions	8 Supporting people impacted by sexual violence through the legal system	9 Supporting individual and systemic advocacy	10 Working as a part of an integrated system	11 Commitment to ongoing learning and evidence-informed service delivery	12 Working with children and young people engaging in harmful sexual behaviour (HSB)
Knowledge											
Skills											
Additional skills											

Figure 2: Capabilities for specialist sexual violence response roles

Capabilities required for specialist sexual assault sector workers					
1 Understanding and applying concepts, theories and the nature of sexual violence and child sexual abuse	2 Working with diverse clients, communities and families	3 Working with First Nations communities	4 Engaging in sexual violence trauma-informed practice	5 Working with children and young people	6 Delivering intake and initial assessment (including responding to risk and safety)
Knowledge					
Skills					
				Additional skills	
Different types of sexual violence and contexts in which sexual violence occurs.	Intersectionality and how it shapes service users' engagement with specialist sexual assault services and related organisations.	Sexual violence within First Nations communities is often experienced in the context of and compounded by historical trauma and systemic inequalities.	Concepts, principles and applications of sexual violence trauma-informed practice, and person-centred care.	Biopsychosocial stages and the ecological model of child and youth learning and development.	Current legislation, frameworks, guidelines and policies that relate to the delivery of safe, rights-based and responsive care to service users, including mandated obligations.
Impacts of sexual violence and child sexual abuse across the life course.	Impacts of multiple, overlapping identities and systemic inequalities and how they increase the risk of violence and create barriers when accessing support.	Importance of culturally safe practices for First Nations people.	Potential cumulative and compounding nature of sexual violence-related trauma, and its impact on mental health and wellbeing.	Attachment theory that supports workforce assessing information relating to children and young people's behaviours and how they relate to others.	Responsibilities associated with confidentiality, informed consent, information sharing and privacy.
Broad and diverse impacts of sexual violence on day-to-day functioning of victims and survivors and their families.	Importance of tailored and culturally responsive engagement strategies to work effectively with service users from diverse groups and communities.	Importance of self-awareness to critically reflect on one's own cultural identity, values, biases and assumptions.	How an individual's capacity to engage in recovery after sexual violence is related to a range of factors, such as socioeconomic circumstances, age, culture, background, other life stressors and previous experiences of violence. This includes the duration of the sexual violence, its frequency and extent, and resultant trauma.	Contemporary understandings of neuro-development to support children and young people.	Documentation and reporting requirements.
Dynamics, drivers and prevalence of sexual violence, child sexual abuse and other forms of gender-based violence, including the role of a patriarchal system.		Resilience, strengths, capabilities and contributions of First Nations people.	Individuals respond to and experience traumatic events differently.	Fundamental developmental and cognitive differences between children, young people and adults.	MARAM Framework and associated responsibilities and obligations.
Theories explaining child sex offending and the pathways and characteristics that lead to child sexual abuse perpetration.		History of First Nations people and the ongoing impacts of invasion, colonisation, the Stolen Generations, assimilation, institutional abuse and racism, and intergenerational trauma.	Importance of lived and living experience of sexual violence in shaping responses that empower individuals, families and communities.		
Role of technology in sexual violence, including image-based abuse and pornography and online child sexual exploitation.		Approaches undertaken by the Aboriginal sexual assault support services to provide cultural healing support to First Nations victim survivors, their families and communities.			
Sexual violence in the context of intimate partner and family violence.		Preferred language, terminology and understandings of sexual violence informed by current First Nations policy directives and persons.			

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Figure 2: Capabilities for specialist sexual violence response roles

Capabilities required for specialist sexual assault sector workers					
7 Delivering crisis responses and therapeutic interventions	8 Supporting people impacted by sexual violence through the legal system	9 Supporting individual and systemic advocacy	10 Working as a part of an integrated system	11 Commitment to ongoing learning and evidence-informed service delivery	12 Working with children and young people engaging in harmful sexual behaviour (HSB)
Knowledge					
Skills					
Additional skills					
Crisis and crisis intervention principles in the context of sexual violence, including the importance of victim survivors understanding their rights and options and maintaining control over the recovery process.	The justice system at both the Victorian and national levels, including the relevant procedures in the criminal and civil justice systems, and how these apply to people impacted by sexual violence.	The importance of systemic advocacy in relation to the prevention of and response to gender inequity and sexual violence. This includes law reform, social change, media coverage and awareness raising, as well as changes to policies, procedures and service improvements.	The role of the specialist sexual assault sector in relation to the wider service system that intersects with victim survivors of sexual violence.	The importance of remaining informed about current and emerging research, evidence and frameworks relevant to sexual violence.	The prevalence, drivers, protective factors and risk factors that may contribute to HSB. These include exposure to violence and other traumatising experiences, pornography, and the impacts of cognitive and intellectual disabilities.
Therapeutic interventions in alignment with professional ethical codes of conduct, practice standards, and legal and legislative requirements.	The workings of the justice system and other areas of law and procedure relevant to victim survivors of sexual violence. This includes the roles and operations of police, prosecutions, courts, civil justice processes, victim support services and the Victims of Crime Financial Assistance Scheme.	The principles and approaches of individual advocacy, including supporting service users to express their needs, access information, explore options and make informed decisions.	The purpose and benefits of integrated service responses.	The importance of engaging in continuous professional development to ensure service delivery aligns with best practice.	HSB occurs along a continuum of severity, intensity and impact within each psychosocial stage of development, and how to differentiate HSB from developmentally appropriate sexual behaviour.
Evidence base underpinning crisis intervention and therapeutic approaches to ensure safe, effective, rights-based and sexual violence trauma-informed responses in supporting service users.	The policies and procedures for complying with a subpoena in accordance with confidential communication and legal privilege laws.		How different parts of the integrated service system, including the justice, health, education, child safety, housing, aboriginal community controlled organisations and family violence service systems, work together as components of a coordinated and integrated response.	The role, purpose and function of supervision to maintain ethical, safe and effective practice.	A high proportion of children and young people engaging in HSB have complex trauma histories and have often experienced sexual violence, family violence and/or victimisation of various forms.
Responsibilities related to data collection and storage, information management and sharing, and the associated practice implications.	The tailored intermediary programs to better support service users with a range of communication needs.			The importance of data and evaluation to create an evidence base that supports continuous improvement.	HSB displayed during childhood is not necessarily a predictor of future behaviour into adulthood.
Responsibilities under the MARAM Framework within the context of delivering crisis responses and therapeutic interventions.	The prevalence and under-reporting of sexual violence, and the potential trauma and other harms of engagement with the justice system.				Legal and child protection responses for children and young people engaging in HSB, including awareness of the laws and age of criminal responsibility for minors.
	How children and young people impacted by sexual violence or who have displayed HSB may come into contact with the legal system, including through police involvement, child protection, youth justice and court processes.				Treatment options for children and young people who have displayed HSB in Victoria.
					The need to centre the rights and safety of the victim survivors of HSB in work with children and young people using HSB.

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Figure 2: Capabilities for specialist sexual violence response roles

Capabilities required for specialist sexual assault sector workers					
1 Understanding and applying concepts, theories and the nature of sexual violence and child sexual abuse	2 Working with diverse clients, communities and families	3 Working with First Nations communities	4 Engaging in sexual violence trauma-informed practice	5 Working with children and young people	6 Delivering intake and initial assessment (including responding to risk and safety)
Knowledge					
Skills					
				Additional skills	
Impacts of institutional sexual abuse and responses on victim survivors, their families, the wider community and society.					
Rights-based approaches prioritising safety, agency, freedom and empowerment, as well as human rights frameworks and practices.					
Apply an intersectional feminist lens, recognising the interconnections between all forms of sexual violence and how they work together to maintain and reinforce inequalities.	Demonstrate self-awareness by recognising unconscious biases and be open to new ideas that may differ from their own beliefs and values.	Recognise and critically reflect on cultural bias and its impacts on First Nations people.	Critically apply the trauma model of recovery in practice, which comprises safety, remembrance, mourning and reconnection with day-to-day life, recognising both the benefits and limits of trauma frameworks.	Adopt a child-centred and sexual violence trauma-informed approach to working with children and young people.	Engage with service users in ways that demonstrate belief, respect, and valuing lived and living experience.
Recognise the interconnections between gender inequality and other forms of injustice, and how these dynamics shape victim survivors' experiences of sexual violence.	Seek to learn about and recognise the strengths and contributions of cultures different from their own.	Practise cultural safety in day-to-day work and service delivery, ensuring service users have agency and control in decision-making, including their preferred service provider.	Create safe, supportive and enabling environments that minimise the risk of further harm and re-traumatisation.	Tailor interventions to the developmental stage, capabilities and characteristics of children and young people, while also considering culture and context.	Provide and communicate information about client rights, responsibilities, confidentiality and its limitations.
Apply an understanding of the social and structural contexts in which sexual violence occurs to support the clients to make sense of their experiences and understand that they are not to blame.	Adapt the preferred language, terminology, and culturally safe and responsive practices in line with inclusion and diversity frameworks and guidelines.	Integrate preferred language, terminology and approaches in line with First Nations guidelines and frameworks developed in collaboration with First Nations communities.	Value and integrate the lived and living experiences of victim survivors and their families impacted by violence, trauma and other adverse experiences.	Adopt an integrated and ecological approach by engaging, supporting and working with the important people in a child or young person's life, including family, kin, carers, community services, schools and broader supporting networks.	Conduct comprehensive, sexual violence trauma-informed intake and assessment.
Support clients to maintain a sense of choice and control over the counselling and recovery process.	Draw on community resources, interpreters (Auslan and languages other than English) and other support services to ensure clear and appropriate communication and respond to the diverse needs of all service users.	Adapt practices to respond to the needs of First Nations service users, families, carers and communities.	Engage in trauma-informed modalities to treat and support victim survivors through their recovery journey.	Promote respectful relationships and gender equality practices across educational environments.	Assess, identify and respond to immediate, current and ongoing safety risks in accordance with professional, organisational, legal and legislative requirements, including responsibilities under the MARAM Framework.
Apply rights-based approaches in practice, prioritising safety, agency, freedom and empowerment, and embedding human rights frameworks into their work with victim survivors.		Partner with local Aboriginal Community Controlled Organisations and engage in secondary consultation with Aboriginal sexual assault support services where required.		Provide information for parents, carers and kin to support children and young people's needs, respond to trauma and other impacts, and manage safety risks, while supporting child-centred and family-guided decision-making. This will involve children and young people where appropriate.	Apply clinical judgement and critical analysis when interpreting complex information, managing uncertainty and prioritising interventions.
				Support children and young people by using age-appropriate communication and ensuring a safe and supportive environment.	Recognise risk assessment as a dynamic and an ongoing process, which requires continuous monitoring, reviewing and updating safety plans as needed.

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Figure 2: Capabilities for specialist sexual violence response roles

Capabilities required for specialist sexual assault sector workers					
7 Delivering crisis responses and therapeutic interventions	8 Supporting people impacted by sexual violence through the legal system	9 Supporting individual and systemic advocacy	10 Working as a part of an integrated system	11 Commitment to ongoing learning and evidence-informed service delivery	12 Working with children and young people engaging in harmful sexual behaviour (HSB)
Knowledge					
Skills					
Additional skills					
Provide a sensitive, rights-based and supportive crisis care response to service users.	Maintain contemporary knowledge of laws and practices relevant to sexual violence.	Advocate to meet the individual needs of service users, including access to justice, mental health services, housing and other relevant supports.	Work collaboratively with the wider service system to deliver holistic, coordinated care and support that meets service users' needs.	Engage in reflective practice, clinical and group supervision, and translate learnings into practice.	Conduct comprehensive and dynamic assessments in the context of HSB.
Use information gathered during the initial assessment process to inform case formulation, collaboratively set treatment goals, and develop individualised crisis and therapeutic plans.	Communicate general information on legal procedure and support informed decision-making for people impacted by sexual violence.	Support service users to navigate feedback and complaints processes when services fail to meet reasonable expectations.	Collaborate with other services and organisations to identify and reduce systemic barriers and improve access.	Maintain best-practice service responses by engaging in ongoing professional development and staying current with emerging practice approaches.	Develop immediate and long-term safety plans for children and young people engaging in HSB, as well as for others who are impacted.
Maintain confidential, accurate and secure client records in compliance with ethical, legal and organisational requirements.	Assist service users to navigate support, justice, compensation and recovery options, including providing support where possible when reporting to police and dealing with related processes.	Advocate for and influence change and improvement at a local delivery and systems level.	Build strong, respectful and collaborative relationships with professionals across agencies and relevant support sectors.	Undertake training to strengthen the ability to work effectively with service users from diverse and complex backgrounds.	Contextualise children and young people's behaviour as a response to their past experiences, developmental trauma or victimisation, as appropriate.
Adhere to and apply ethical guidelines and legislative responsibilities, including but not limited to information sharing requirements.	Support service users in accessing legal resources and relevant referral agencies, and identify situations where it may be appropriate for service users to seek legal advice or representation.	Apply an intersectional framework to address overlapping systematic inequalities and barriers that individuals encounter when accessing services and supports. Identify and address systemic barriers that impact service users and actively advocate for their needs.		Engage in data collection, reporting and evaluation to strengthen the evidence base that underpins sexual violence trauma-informed practice.	Recognise the challenges for parents/ caregivers, and assess the complex family dynamics in responding to the needs of the child or young person who has displayed HSB and other family members who are impacted.
Deliver crisis and therapeutic intervention strategies that are informed by the evidence base to ensure safe, effective, rights-based and trauma responsive practice.	Work collaboratively with, but independently from, justice agencies and other professionals to progress the needs and preferences of service users.			Integrate research and evidence into practice and decision-making.	Establish accountability and responsibility of HSB in an age and developmentally appropriate way.
Incorporate the use of psychometric tools, where appropriate, for ongoing assessment as part of the therapeutic process.	Inform service users about the process of a forensic medical examination and support them to make an informed decision about participation. If they consent, provide support before, during and after the forensic medical examination.				Support children and young people engaging in HSB to develop healthy, developmentally appropriate sexual and relational behaviour and attitudes.

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Figure 2: Capabilities for specialist sexual violence response roles

Capabilities required for specialist sexual assault sector workers					
1 Understanding and applying concepts, theories and the nature of sexual violence and child sexual abuse	2 Working with diverse clients, communities and families	3 Working with First Nations communities	4 Engaging in sexual violence trauma- informed practice	5 Working with children and young people	6 Delivering intake and initial assessment (including responding to risk and safety)
Knowledge					
Skills					
				Additional skills	
					Collaborate with service users, including adults, children and young people victim survivors, to develop individualised safety plans where needed.
					Maintain confidential, accurate and secure client records in compliance with ethical, legal and organisational requirements.
					Adopt approaches that are inclusive, accessible and responsive to each client's needs in line with organisational policies.
					Adopt a rights-based approach and inform service users of their rights, options and choices throughout the intake and assessment process, promoting autonomy and control in decision-making.
				Support workforce initiatives that strengthen service capacity to respond to children and young people impacted by child sexual abuse. This includes supervision, reflective practice, and ongoing training and professional development.	Provide guidance (including professional development) and secondary consultation to colleagues and external organisations on assessment, including risk assessment and safety planning.
				Strengthen service delivery to children and young people impacted by child sexual abuse by leading sexual violence trauma-informed and child-centred practices. This includes contributing to policy development, training and continuous improvement initiatives.	Contribute to ongoing review and improvement of assessment processes and protocols.

Figure 2: Capabilities for specialist sexual violence response roles

Capabilities required for specialist sexual assault sector workers					
7 Delivering crisis responses and therapeutic interventions	8 Supporting people impacted by sexual violence through the legal system	9 Supporting individual and systemic advocacy	10 Working as a part of an integrated system	11 Commitment to ongoing learning and evidence-informed service delivery	12 Working with children and young people engaging in harmful sexual behaviour (HSB)
Knowledge					
Skills					
Additional skills					
Facilitate appropriate referrals to relevant programs and services within the specialist sexual assault sector and other relevant sectors to ensure holistic and integrated care.	Support service users to respond to technology-facilitated sexual violence by assisting with reporting to the eSafety Commissioner and other relevant parties, and by undertaking appropriate follow-up actions.				Commit to ongoing professional development to enhance knowledge, remain informed of emerging treatment approaches and improve outcomes for service users in the HSB space.
Collaboratively review and modify crisis and therapeutic plans to be responsive to service users' changing needs and contexts.	Support children and young people to access specialised legal advice and participate meaningfully in legal processes.				Centre the rights and safety of people impacted by HSB.
Undertake family violence risk assessment and management in line with maram framework responsibilities.	Support service users and their families to understand their legal rights, responsibilities, the legal process and potential outcomes.				
	Advocate on behalf of service users to reduce trauma and other harms, and improve their experiences of the justice system.				
	Understand the rights contained in the Victorian <i>Victims' Charter Act 2006</i> and the systemic challenges in putting these rights into practice.				
Provide guidance to colleagues to support utilisation and integration of therapeutic modalities and frameworks within sexual violence trauma-informed practice.	Provide secondary consultation to justice and other professionals about sexual violence trauma-informed practice and working with service users.	Advocate and drive systems-level change to enhance service accessibility, ensure the delivery of high-quality services, and challenge unjust processes and systems.	Lead collaboration across the service system to strengthen coordination, improve referral pathways and ensure timely, holistic responses for service users.	Deliver clinical and group supervision aligned with workers' experience to enhance practice, build reflective capacity and strengthen the workforce capability.	Advocate at a systems level for improved HSB service provision.
Contribute to the ongoing translation of current and emerging therapeutic modalities and frameworks into service delivery.	Provide guidance and practice oversight to the workforce to navigate legal systems, including legal processes related to sexual violence and HSB.	Ensure service-led systemic advocacy is evidence-informed and responsive to the rights, needs and experiences of service users.	Develop and implement resources and tools that can be adopted across sectors to promote consistency and shared practice for the prevention, early intervention and response to sexual violence.	Explore and advocate for opportunities to strengthen the evidence base for service delivery.	Recognise and promote the importance of developing HSB research in the Victorian context.
	Provide oversight for subpoena requests.		Engage with lived and living experience and community voices to strengthen system responsiveness, inclusivity and accountability.	Build research capability to support evidence-informed practice, contribute to policy submissions and inform service design.	Deliver clinical and group supervision to enhance practice, build reflective capacity and strengthen the workforce's clinical skills in relation to HSB.
				Embed the lived and living experience of victim survivors into service design and delivery to ensure responsive and person-centred approaches.	Contribute to the development and delivery of HSB-specific professional development and training initiatives to strengthen service delivery and build workforce capacity.



Plain figure text

Structure of the *Responding to sexual violence and harmful sexual behaviour capability framework*



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Capabilities required for specialist sexual assault sector workers

Capability 1: Understanding and applying concepts, theories and the nature of sexual violence and child sexual abuse

- Knowledge
- Skills

Capability 2: Working with diverse clients, communities and families

- Knowledge
- Skills

Capability 3: Working with First Nations communities

- Knowledge
- Skills

Capability 4: Engaging in sexual violence trauma-informed practice

- Knowledge
- Skills

Capability 5: Working with children and young people

- Knowledge
- Skills
- Additional skills

Capability 6: Delivering intake and initial assessment (including responding to risk and safety)

- Knowledge
- Skills
- Additional skills

Capability 7: Delivering crisis responses and therapeutic interventions

- Knowledge
- Skills
- Additional skills

Capability 8: Supporting people impacted by sexual violence through the justice system

- Knowledge
- Skills
- Additional skills

Capability 9: Supporting individual and systemic advocacy

- Knowledge
- Skills
- Additional skills

Capability 10: Working as a part of an integrated system

- Knowledge
- Skills
- Additional skills

Capability 11: Commitment to ongoing learning and evidence-informed service delivery

- Knowledge
- Skills
- Additional skills

Capability 12: Working with children and young people engaging in harmful sexual behaviour (HSB)

- Knowledge
- Skills
- Additional skills

Capabilities for specialist sexual violence response roles

Capability 1: Understanding and applying concepts, theories and the nature of sexual violence and child sexual abuse

Knowledge indicators

The workforce understands:

- the different types of sexual violence and contexts in which sexual violence occurs
- the impacts of sexual violence and child sexual abuse across the life course
- the broad and diverse impacts of sexual violence on day-to-day functioning of victims and survivors and their families
- the dynamics, drivers and prevalence of sexual violence, child sexual abuse and other forms of gender-based violence, including the role of a patriarchal system
- theories explaining child sex offending and the pathways and characteristics that lead to child sexual abuse perpetration
- the role of technology in sexual violence, including image-based abuse and pornography and online child sexual exploitation
- sexual violence in the context of intimate partner and family violence
- impacts of institutional sexual abuse and responses on victim survivors, their families, the wider community and society
- rights-based approaches, prioritising safety, agency, freedom and empowerment, as well as human rights frameworks and practices.

Skill indicators

The workforce will:

- apply an intersectional feminist lens, recognising the interconnections between all forms of sexual violence and how they work together to maintain and reinforce inequalities
- recognise the interconnections between gender inequality and other forms of injustice, and how these dynamics shape victim survivors' experiences of sexual violence

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- apply an understanding of the social and structural contexts in which sexual violence occurs to support the clients to make sense of their experiences and understand that they are not to blame
- support clients to maintain a sense of choice and control over the counselling and recovery process
- apply rights-based approaches in practice, prioritising safety, agency, freedom and empowerment, and embedding human rights frameworks into their work with victim survivors.

Capability 2: Working with diverse clients, communities and families

Knowledge indicators

The workforce understands:

- intersectionality and how it shapes service users' engagement with specialist sexual assault services and related organisations
- the impacts of multiple, overlapping identities and systemic inequalities and how they increase the risk of violence and create barriers when accessing support
- the importance of tailored and culturally responsive engagement strategies to work effectively with service users from diverse groups and communities.

Skill indicators

The workforce will:

- demonstrate self-awareness by recognising unconscious biases and be open to new ideas that may differ from their own beliefs and values
- seek to learn about and recognise the strengths and contributions of cultures different from their own
- adapt the preferred language, terminology, and culturally safe and responsive practices in line with inclusion and diversity frameworks and guidelines
- draw on community resources, interpreters (Auslan and languages other than English) and other support services to ensure clear and appropriate communication and respond to the diverse needs of all service users.

Capability 3: Working with First Nations communities

Knowledge indicators

The workforce understands:

- sexual violence within First Nations communities is often experienced in the context of and compounded by historical trauma and systemic inequalities
- the importance of culturally safe practices for First Nations people
- the importance of self-awareness to critically reflect on one's own cultural identity, values, biases and assumptions
- the resilience, strengths, capabilities and contributions of First Nations people
- the history of First Nations people and the ongoing impacts of invasion, colonisation, the Stolen Generations, assimilation, institutional abuse and racism, and intergenerational trauma
- the approaches undertaken by the Aboriginal sexual assault support services to provide cultural healing support to First Nations victim survivors, their families and communities
- preferred language, terminology and understandings of sexual violence informed by current First Nations policy directives and persons.

Skill indicators

The workforce will:

- recognise and critically reflect on cultural bias and its impacts on First Nations people
- practise cultural safety in day-to-day work and service delivery, ensuring service users have agency and control in decision-making, including their preferred service provider
- integrate preferred language, terminology and approaches in line with First Nations guidelines and frameworks developed in collaboration with First Nations communities
- adapt practices to respond to the needs of First Nations service users, families, carers and communities
- partner with local Aboriginal Community Controlled Organisations and engage in secondary consultation with Aboriginal sexual assault support services where required.

Capability 4: Engaging in sexual violence trauma-informed practice

Knowledge indicators

The workforce understands:

- the concepts, principles and applications of sexual violence trauma-informed practice, and person-centred care
- the potential cumulative and compounding nature of sexual violence-related trauma, and its impact on mental health and wellbeing
- how an individual's capacity to engage in recovery after sexual violence is related to a range of factors, such as socioeconomic circumstances, age, culture, background, other life stressors and previous experiences of violence. This includes the duration of the sexual violence, its frequency and extent, and resultant trauma
- that individuals respond to and experience traumatic events differently
- the importance of lived and living experience of sexual violence in shaping responses that empower individuals, families and communities.

Skill indicators

The workforce will:

- critically apply the trauma model of recovery in practice, which comprises safety, remembrance, mourning and reconnection with day-to-day life, recognising both the benefits and limits of trauma frameworks
- create safe, supportive and enabling environments that minimise the risk of further harm and re-traumatisation
- value and integrate the lived and living experiences of victim survivors and their families impacted by violence, trauma and other adverse experiences
- engage in trauma-informed modalities to treat and support victim survivors through their recovery journey.

Capability 5: Working with children and young people

Knowledge indicators

The workforce understands:

- the biopsychosocial stages and the ecological model of child and youth learning and development
- the attachment theory that supports workforce assessing information relating to children and young people's behaviours and how they relate to others
- contemporary understandings of neuro-development to support children and young people
- the fundamental developmental and cognitive differences between children, young people and adults.

Skill indicators

The workforce will:

- adopt a child-centred and sexual violence trauma-informed approach to working with children and young people
- tailor interventions to the developmental stage, capabilities and characteristics of children and young people, while also considering culture and context
- adopt an integrated and ecological approach by engaging, supporting and working with the important people in a child or young person's life, including family, kin, carers, community services, schools and broader supporting networks
- promote respectful relationships and gender equality practices across educational environments
- provide information for parents, carers and kin to support children and young people's needs, respond to trauma and other impacts, and manage safety risks, while supporting child-centred and family-guided decision-making. This will involve children and young people where appropriate
- support children and young people by using age-appropriate communication and ensuring a safe and supportive environment.

Additional skill indicators

The workforce can:

- support workforce initiatives that strengthen service capacity to respond to children and young people impacted by child sexual abuse. This includes supervision, reflective practice, and ongoing training and professional development
- strengthen service delivery to children and young people impacted by child sexual abuse by leading sexual violence trauma-informed and child-centred practices. This includes contributing to policy development, training and continuous improvement initiatives.

Capability 6: Delivering intake and initial assessment (including responding to risk and safety)

Knowledge indicators

The workforce understands:

- current legislation, frameworks, guidelines and policies that relate to the delivery of safe, rights-based and responsive care to service users, including mandated obligations
- responsibilities associated with confidentiality, informed consent, information sharing and privacy
- documentation and reporting requirements
- the MARAM Framework and associated responsibilities and obligations.

Skill indicators

The workforce will:

- engage with service users in ways that demonstrate belief, respect, and valuing lived and living experience
- provide and communicate information about client rights, responsibilities, confidentiality and its limitations
- conduct comprehensive, sexual violence trauma-informed intake and assessment

- assess, identify and respond to immediate, current and ongoing safety risks in accordance with professional, organisational, legal and legislative requirements, including responsibilities under the MARAM Framework
- apply clinical judgement and critical analysis when interpreting complex information, managing uncertainty and prioritising interventions
- recognise risk assessment as a dynamic and an ongoing process, which requires continuous monitoring, reviewing and updating safety plans as needed
- collaborate with service users, including adults, children and young people victim survivors, to develop individualised safety plans where needed
- maintain confidential, accurate and secure client records in compliance with ethical, legal and organisational requirements
- adopt approaches that are inclusive, accessible and responsive to each client's needs in line with organisational policies
- adopt a rights-based approach and inform service users of their rights, options and choices throughout the intake and assessment process, promoting autonomy and control in decision-making.

Additional skill indicators

The workforce can:

- provide guidance (including professional development) and secondary consultation to colleagues and external organisations on assessment, including risk assessment and safety planning
- contribute to ongoing review and improvement of assessment processes and protocols.

Capability 7: Delivering crisis responses and therapeutic interventions

Knowledge indicators

The workforce understands:

- crisis and crisis intervention principles in the context of sexual violence, including the importance of victim survivors understanding their rights and options and maintaining control over the recovery process
- therapeutic interventions in alignment with professional ethical codes of conduct, practice standards, and legal and legislative requirements
- the evidence base underpinning crisis intervention and therapeutic approaches to ensure safe, effective, rights-based and sexual violence trauma-informed responses in supporting service users
- responsibilities related to data collection and storage, information management and sharing, and the associated practice implications
- responsibilities under the MARAM Framework within the context of delivering crisis responses and therapeutic interventions.

Skill indicators

The workforce will:

- provide a sensitive, rights-based and supportive crisis care response to service users
- use information gathered during the initial assessment process to inform case formulation, collaboratively set treatment goals, and develop individualised crisis and therapeutic plans
- maintain confidential, accurate and secure client records in compliance with ethical, legal and organisational requirements
- adhere to and apply ethical guidelines and legislative responsibilities, including but not limited to information sharing requirements
- deliver crisis and therapeutic intervention strategies that are informed by the evidence base to ensure safe, effective, rights-based and trauma responsive practice

- incorporate the use of psychometric tools, where appropriate, for ongoing assessment as part of the therapeutic process
- facilitate appropriate referrals to relevant programs and services within the specialist sexual assault sector and other relevant sectors to ensure holistic and integrated care
- collaboratively review and modify crisis and therapeutic plans to be responsive to service users' changing needs and contexts
- undertake family violence risk assessment and management in line with MARAM Framework responsibilities.

Additional skill indicators

The workforce can:

- provide guidance to colleagues to support utilisation and integration of therapeutic modalities and frameworks within sexual violence trauma-informed practice
- contribute to the ongoing translation of current and emerging therapeutic modalities and frameworks into service delivery.

Capability 8: Supporting people impacted by sexual violence through the justice system

Knowledge indicators

The workforce understands:

- the justice system at both the Victorian and national levels, including the relevant procedures in the criminal and civil justice systems, and how these apply to people impacted by sexual violence
- the workings of the justice system and other areas of law and procedure relevant to victim survivors of sexual violence. This includes the roles and operations of police, prosecutions, courts, civil justice processes, victim support services and the Victims of Crime Financial Assistance Scheme
- the policies and procedures for complying with a subpoena in accordance with confidential communication and legal privilege laws

- the tailored intermediary programs to better support service users with a range of communication needs
- the prevalence and under-reporting of sexual violence, and the potential trauma and other harms of engagement with the justice system
- how children and young people impacted by sexual violence or who have displayed harmful sexual behaviour (HSB) may come into contact with the legal system, including through police involvement, child protection, youth justice and court processes.

Skill indicators:

The workforce will:

- maintain contemporary knowledge of laws and practices relevant to sexual violence
- communicate general information on legal procedure and support informed decision-making for people impacted by sexual violence
- assist service users to navigate support, justice, compensation and recovery options, including providing support where possible when reporting to police and dealing with related processes
- support service users in accessing legal resources and relevant referral agencies, and identify situations where it may be appropriate for service users to seek legal advice or representation
- work collaboratively with, but independently from, justice agencies and other professionals to progress the needs and preferences of service users
- inform service users about the process of a forensic medical examination and support them to make an informed decision about participation. If they consent, provide support before, during and after the forensic medical examination
- support service users to respond to technology-facilitated sexual violence by assisting with reporting to the eSafety Commissioner and other relevant parties, and by undertaking appropriate follow-up actions

- support children and young people to access specialised legal advice and participate meaningfully in legal processes
- support service users and their families to understand their legal rights, responsibilities, the legal process and potential outcomes
- advocate on behalf of service users to reduce trauma and other harms, and improve their experiences of the justice system
- understand the rights contained in the Victorian *Victims' Charter Act 2006* and the systemic challenges in putting these rights into practice.

Additional skill indicators

The workforce can:

- provide secondary consultation to justice and other professionals about sexual violence trauma-informed practice and working with service users
- provide guidance and practice oversight to the workforce to navigate legal systems, including legal processes related to sexual violence and HSB
- provide oversight for subpoena requests.

Capability 9: Supporting individual and systemic advocacy

Knowledge indicators

The workforce understands:

- the importance of systemic advocacy in relation to the prevention of and response to gender inequity and sexual violence. This includes law reform, social change, media coverage and awareness raising, as well as changes to policies, procedures and service improvements
- the principles and approaches of individual advocacy, including supporting service users to express their needs, access information, explore options and make informed decisions.

Skill indicators

The workforce will:

- advocate to meet the individual needs of service users, including access to justice, mental health services, housing and other relevant supports
- support service users to navigate feedback and complaints processes when services fail to meet reasonable expectations
- advocate for and influence change and improvement at a local delivery and systems level
- apply an intersectional framework to address overlapping systematic inequalities and barriers that individuals encounter when accessing services and supports. Identify and address systemic barriers that impact service users, and actively advocate for their needs.

Additional skill indicators

The workforce can:

- advocate and drive systems-level change to enhance service accessibility, ensure the delivery of high-quality services, and challenge unjust processes and systems
- ensure service-led systemic advocacy is evidence-informed and responsive to the rights, needs and experiences of service users.

Capability 10: Working as a part of an integrated system

Knowledge indicators

The workforce understands:

- the role of the specialist sexual assault sector in relation to the wider service system that intersects with victim survivors of sexual violence
- the purpose and benefits of integrated service responses
- how different parts of the integrated service system, including the justice, health, education, child safety, housing, Aboriginal Community Controlled Organisations and family violence service systems, work together as components of a coordinated and integrated response.

Skill indicators

The workforce will:

- work collaboratively with the wider service system to deliver holistic, coordinated care and support that meets service users' needs
- collaborate with other services and organisations to identify and reduce systemic barriers and improve access
- build strong, respectful and collaborative relationships with professionals across agencies and relevant support sectors.

Additional skill indicators

The workforce can:

- lead collaboration across the service system to strengthen coordination, improve referral pathways and ensure timely, holistic responses for service users
- develop and implement resources and tools that can be adopted across sectors to promote consistency and shared practice for the prevention, early intervention and response to sexual violence
- engage with lived and living experience and community voices to strengthen system responsiveness, inclusivity and accountability.

Capability 11: Commitment to ongoing learning and evidence-informed service delivery

Knowledge indicators

The workforce understands:

- the importance of remaining informed about current and emerging research, evidence and frameworks relevant to sexual violence
- the importance of engaging in continuous professional development to ensure service delivery aligns with best practice
- the role, purpose and function of supervision to maintain ethical, safe and effective practice.
- the importance of data and evaluation to create an evidence base that supports continuous improvement.

Skill indicators

The workforce will:

- engage in reflective practice, clinical and group supervision, and translate learnings into practice
- maintain best-practice service responses by engaging in ongoing professional development and staying current with emerging practice approaches
- undertake training to strengthen the ability to work effectively with service users from diverse and complex backgrounds
- engage in data collection, reporting and evaluation to strengthen the evidence base that underpins sexual violence trauma-informed practice
- integrate research and evidence into practice and decision-making.

Additional skill indicators

The workforce can:

- deliver clinical and group supervision aligned with workers' experience to enhance practice, build reflective capacity and strengthen the workforce capability
- explore and advocate for opportunities to strengthen the evidence base for service delivery.
- build research capability to support evidence-informed practice, contribute to policy submissions and inform service design
- embed the lived and living experience of victim survivors into service design and delivery to ensure responsive and person-centred approaches.

Capability 12: Working with children and young people engaging in harmful sexual behaviour (HSB)

Knowledge indicators

The HSB workforce understands:

- the prevalence, drivers, protective factors and risk factors that may contribute to HSB. These include exposure to violence and other traumatising experiences, pornography, and the impacts of cognitive and intellectual disabilities
- HSB occurs along a continuum of severity, intensity and impact within each psychosocial stage of development, and how to differentiate HSB from developmentally appropriate sexual behaviour
- a high proportion of children and young people engaging in HSB have complex trauma histories and have often experienced sexual violence, family violence and/or victimisation of various forms
- HSB displayed during childhood is not necessarily a predictor of future behaviour into adulthood
- legal and child protection responses for children and young people engaging in HSB, including awareness of the laws and age of criminal responsibility for minors
- treatment options for children and young people who have displayed HSB in Victoria
- the need to centre the rights and safety of the victim survivors of HSB in work with children and young people using HSB.

Skill indicators

The HSB workforce will:

- conduct comprehensive and dynamic assessments in the context of HSB
- develop immediate and long-term safety plans for children and young people engaging in HSB, as well as for others who are impacted

- contextualise children and young people's behaviour as a response to their past experiences, developmental trauma or victimisation, as appropriate
- recognise the challenges for parents/caregivers, and assess the complex family dynamics in responding to the needs of the child or young person who has displayed HSB and other family members who are impacted
- establish accountability and responsibility of HSB in an age and developmentally appropriate way
- support children and young people engaging in HSB to develop healthy, developmentally appropriate sexual and relational behaviour and attitudes
- commit to ongoing professional development to enhance knowledge, remain informed of emerging treatment approaches and improve outcomes for service users in the HSB space
- centre the rights and safety of people impacted by HSB.

Additional skill indicators

The HSB workforce can:

- advocate at a systems level for improved HSB service provision
- recognise and promote the importance of developing HSB research in the Victorian context.
- deliver clinical and group supervision to enhance practice, build reflective capacity and strengthen the workforce's clinical skills in relation to HSB
- contribute to the development and delivery of HSB-specific professional development and training initiatives to strengthen service delivery and build workforce capacity.

