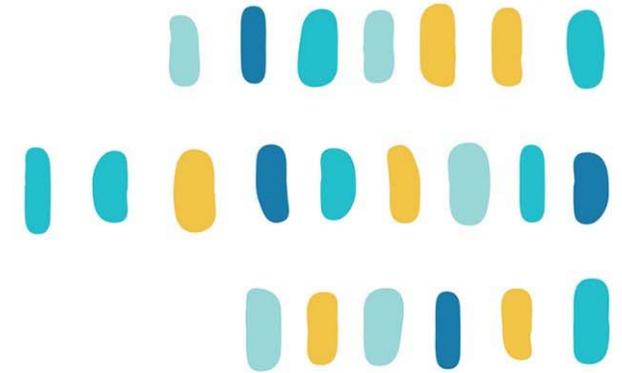




Government of **Western Australia**  
Department of **Communities**



# Summary of Co-design Findings

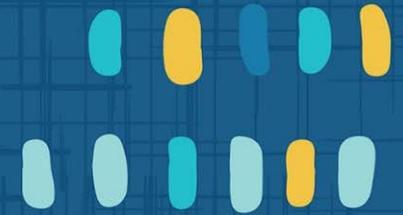
Family and Domestic Violence Women's Refuge

Kwinana Summary of Co-design Findings

Recommendations

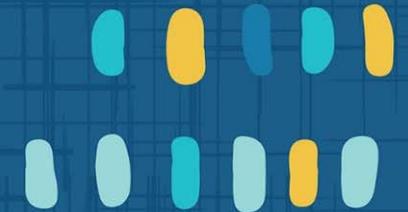
May 2020

# Content



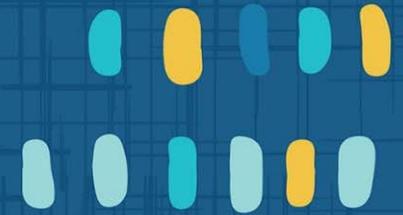
1. Background
2. Guiding Principles
3. Enabling Conditions
4. Service Components

# Recommendations



Recommendations	Department of Communities' Response
<p><b>Guiding Principles:</b></p> <ul style="list-style-type: none"> <li>- Culturally safe</li> <li>- Trauma informed</li> <li>- Voice</li> <li>- Person driven</li> <li>- Collaboration</li> </ul>	<p>All Guiding Principles contained within this Response to Recommendations are accepted by the Department of Communities as being actionable</p>
<p><b>Enabling Conditions:</b></p> <ul style="list-style-type: none"> <li>- Cultural intelligence</li> <li>- Diversity and inclusion</li> <li>- Partnerships/collaborations</li> <li>- Workforce</li> <li>- Policies and procedures</li> <li>- Monitoring and evaluation</li> </ul>	<p>All Enabling Conditions contained within this Response to Recommendations are accepted by the Department of Communities as being actionable. Additional findings contained within the Summary of Co-design Findings are acknowledged; however, are beyond the scope of the Kwinana Refuge service model, at this time.</p>
<p><b>Service Components:</b></p> <ul style="list-style-type: none"> <li>- Referral, awareness and access</li> <li>- Initial assessment</li> <li>- Healing journey to Recovery</li> <li>- Programs and activities</li> <li>- Family and community connection</li> <li>- Support for children and young people</li> <li>- Transition out of the refuge</li> <li>- Beyond the residential component</li> <li>- Facilities</li> </ul>	<p>All Service Components contained within this Response to Recommendations are accepted by the Department of Communities as being actionable. Additional findings contained within the Summary of Co-design Findings are acknowledged; however, are beyond the scope of the Kwinana Refuge service model, at this time.</p>

# 1. Background



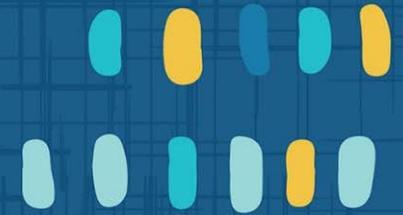
In March 2020, the Department of Communities (Communities) commissioned Innovation Unit to facilitate some co-design activities for the Kwinana Refuge service design.

The co-design activities were designed to encourage active participation, creativity and open, non-judgemental communication with a consistent focus on outcomes for women and children experiencing family and domestic violence (FDV). The two key activities were empathy interviews with women with lived experience of refuge accommodation and an online facilitated co-design workshop with service providers and peak body representatives. Further details are provided below.

It is important to note the social climate of COVID-19 within which the Kwinana Refuge co-design activities occurred. The co-design activities were limited to only one engagement with peak body representatives, community service sector providers and women with lived experience in consideration of the impact of COVID-19 on their time and capacity.

Co-design activities for the Kwinana Refuge draw on findings from the Peel Refuge co-design process to provide additional insights to improvement of the current FDV refuge service model, and service design for women with disabilities, older women, women from Aboriginal or culturally and linguistically diverse communities (CaLD), and women with larger families, including older boys.

## 2. Guiding Principles

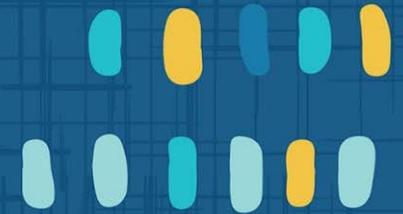


The Guiding Principles underpin everything that is designed and delivered in relation to the Kwinana Refuge service and include:

- Culturally Safe
- Trauma-Informed
- Voice
- Person Driven
- Collaborative

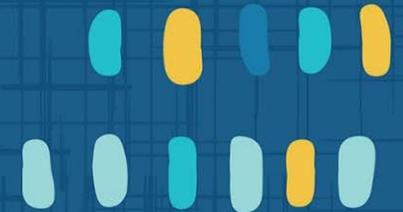
It is important to note, all Guiding Principles contained within this Response to Recommendations are accepted by the Department of Communities as being actionable.

# Culturally Safe



- Culturally safe practices promote inclusivity and help everyone feel like they belong.
- People are encouraged to check their bias and assumptions.
- There is an authentic commitment to cultural safety (for example, there are no 'token' workers).
- Women and children have the opportunity to heal and strengthen their mind, body, soul and spirit.
- Women and children can engage regularly in Aboriginal healing practices pertinent to them, for example traditional smoking ceremonies and healing massages.
- Women and children have an opportunity to yarn.
- The service is supported by culturally appropriate documentation and tools (for instance FDV screening and well-being screening procedures).
- Culture is reflective of the women and children and not of the service location.
- Women and children have access to culturally appropriate role models and peers to support them.

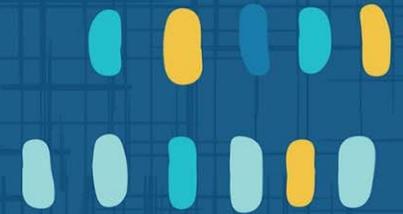
# Trauma-Informed



- Staff have a commitment to do no harm - practices do not re-traumatise people, instead working from people's strengths and building upon coping strategies to achieve positive outcomes.
- Trauma-informed practices should be integrated across service delivery and partnerships, supported by shared language and understanding.
- Policies and procedures are designed with intent to help support and heal women and children.
- Recognising and addressing trauma, then developing trust and safety, is key to delivering outcomes.
- Trauma-informed approaches are very flexible and responsive.
- Addressing trauma is part of the healing process and increases self-awareness and reflection.
- Allowing ample time is key to the success of a trauma-informed approach and therefore it may extend women and children's stay in the refuge.
- An informed and skilled workforce is critical, which will require ongoing training to embed trauma-informed practices.
- Organisational level reviews may be required to ensure trauma-informed approaches are embedded in policy, practice and tools.

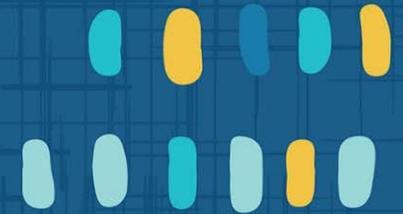
As a result, trauma-informed approaches reduce re-traumatisation and improve social engagement.

# Voice



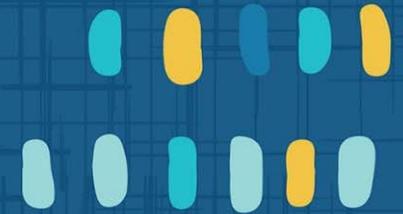
- Women and children are listened to and heard, with their feedback and ideas responded to in a timely and respectful manner.
- The voices of women and children should drive the discussion about support planning.
- Women and children may need extra support to find their voice, in order to express and assert their needs, preferences, choices, hopes and values.
- Women and children are given the space and time to build relationships with staff and other service users, based on mutual trust and respect.
- Time constraints can place pressure on women and children to find their voice quickly, and in these cases, they may require extra support.
- Women and children should be given the opportunity to identify what they want to work on and who they want to assist them.
- All staff should consistently demonstrate their commitment to honouring women and children's voices.
- The voices of women and children should inform ongoing monitoring and evaluation of the service.
- Risk management and policies should be designed and reviewed to ensure they do not hamper efforts to support women and children in accessing or expressing their views.

# Person Driven



- The unique history and experience of every woman and child is acknowledged and taken into account when providing them with support and services.
- Ample time, often more than is usually allocated, needs to be invested in seeking out the experiences, needs, ideas and opinions of women and children.
- Increased flexibility in approaches to supporting women and children must be considered in order to adopt a person-driven approach.
- Shared and accessible language must be used in order to break down any inclusion or accessibility barriers and ensure equity between staff and women and children.
- Compliance and data sharing practices support - not hinder - person-driven practices.

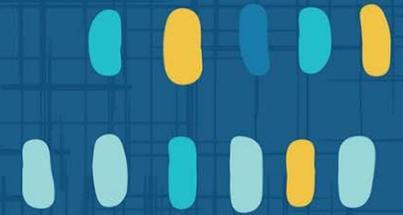
# Collaborative



- There needs to be trust and mutual buy-in across this service as well as all the organisations and people that work in partnership.
- There needs to be clarity of shared outcomes across partnerships.
- The partnerships deliver outcomes that individual service providers could not deliver alone.
- It requires a willingness to engage in relationship-building, and investment of time and support in developing and maintaining partnerships.
- Individuals working within partnerships should actively seek opportunities to draw on each other's strengths, rather than limiting service provision to siloed capabilities.
- Professional development and training may need to be delivered across multiple organisations.
- Services are delivered without duplication and in an efficient, cost-effective manner.
- The partnerships allow more responsive services and offer specialist services to meet diverse needs

As a result, women and children feel broadly and deeply supported by a connected team of service providers.

# 3. Enabling Conditions

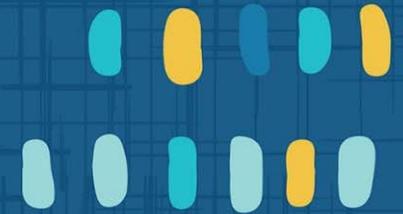


These critical Enabling Conditions should be integrated into every Service Component and are essential in ensuring the successful delivery of the service.

- Cultural intelligence
- Diversity and inclusion
- Partnerships
- Workforce
- Policies and procedures
- Monitoring and evaluation

It is important to note, Enabling Conditions contained within this Response to Recommendations are accepted by the Department of Communities as being actionable. Additional findings contained within the Summary of Co-design Findings are acknowledged; however, are beyond the scope of the Kwinana Refuge service model, at this time.

# Cont. Enabling Conditions

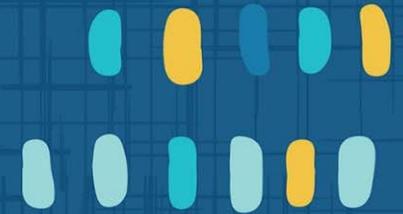


Enabling Conditions identified through the co-design process were presented, where relevant, alongside the following themed groups:

- General recommendations
- Women with disabilities
- Older women
- Women from Aboriginal communities
- Women from CaLD communities
- Women with larger families
- Women with older boys

Not every Enabling Condition had findings for each of the themed groups.

# Cultural intelligence



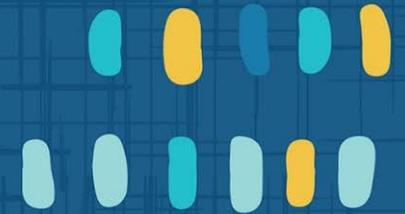
## **General recommendations:**

- Informal support, such as support from elders or leaders in the community, should be accessible to support the women and children accessing the refuge.
- Staff maintain cultural awareness and cultural safety when providing support to Aboriginal women and their children.
- The needs of women from Aboriginal communities and women from CaLD communities can be different from one another. The needs of women from these cohort groups are to be considered independently of one another. Ensure culture is respected and understood.
- Staffing is to Include Indigenous workers.

## **Women with large families:**

- Respond to the cultural needs of women and children during assessment and referral processes, including consideration for large families.

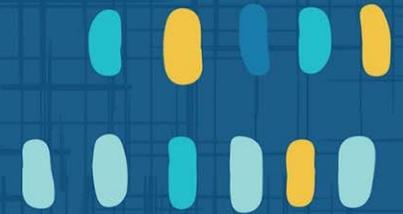
# Diversity and inclusion



## **General recommendations:**

- In order to support women and children to build resilience and connections, space is to be provided for women and children to connect with members of the community who have experienced similar circumstances.
- The design of the Refuge site is to physically and emotionally accommodate women and children with disability.
- Multicultural staffing and programs are to be provided.
- Staff should be trained in dealing with people with diverse needs.
- Physical, as well as intellectual disability, are to be accommodated at the Refuge.
- Connect with services that can help women navigate complex systems, especially regarding the NDIS for women and children with disability.
- Respect is paid to other cultures, especially where older boys might take on roles within a family

# Cont. Diversity and inclusion



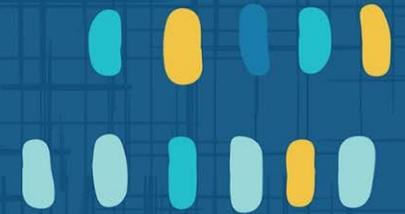
## **Women with disabilities:**

- The physical space is to meet accessibility standards and the needs of women and children.
- Provision of translation services, as required, for women and children who have hearing or vision impairments.
- Provide capacity for women and children's carers to be on-site at the Refuge.

## **Women from CaLD communities:**

- Provision of translation services, as required, for women and children who speak different languages.
- Provide spaces and support for cultural and spiritual practices of women and children.
- Celebrate traditions and important days of recognition for different cultures and identities.

# Partnerships/collaborations



## **General recommendations:**

- Use a model of collaboration that ensures there are no barriers, and women and children are enabled to make choices that meets their needs.
- Where possible, collaborate with men's behaviour change programs.
- Enhance existing community assets by building partnerships/collaborations with local services and identifying any service gaps.

## **Women with disabilities:**

- Build partnerships/collaborations with disability services.

## **Older women:**

- Build partnerships/collaborations with aged care services.

## **Women from Aboriginal communities:**

- Build partnerships/collaborations with Aboriginal organisations.

## **Women from CaLD communities:**

- Build partnerships/collaborations with multicultural services.

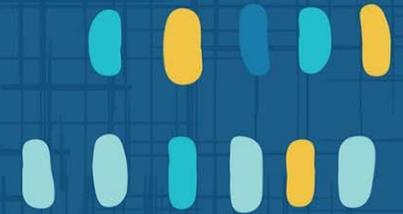
## **Women with large families:**

- Build partnerships/collaborations with state housing, housing groups, and/or rental agencies to support large families.

## **Women with older boys:**

- Build partnerships/collaborations with youth services.

# Workforce



## **General recommendations:**

- Workforce development is to include consistent educational and training opportunities in cultural awareness and training in Family and Domestic Violence awareness.
- Sector training is needed for all staff to operate from an evidence-based framework, for example Safe and Together.

## **Women with disabilities:**

- Staff are to be trained in understanding and supporting the needs of people with disabilities.

## **Older women:**

- Staff are to be trained in responding to elder abuse and providing support to older women.

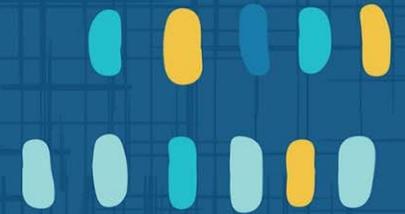
## **Women from Aboriginal communities:**

- Aboriginal staff are to be available to work with Aboriginal women and children, including in the referral stage.

## **Women with older boys:**

- Staff are to be trained in the needs of young people.

# Policies and procedures



## **General recommendations:**

- Create policies and frameworks for practice related to homelessness, elders abuse, disabilities, and mental health.

## **Women from Aboriginal communities:**

- Culturally informed practice is integrated into policy and practice at all levels.

## **Women from CaLD communities:**

- Culturally informed practice is integrated into policy and practice at all levels.

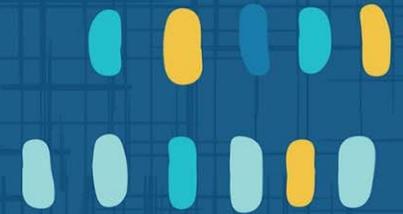
## **Women with large families:**

- Implement policies to support large families.

## **Women with older boys:**

- Establish and maintain 'stay at home' funding for older boys.

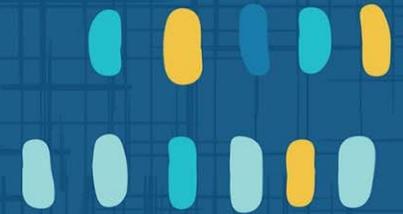
# Monitoring and evaluation



## **General recommendations:**

- Consider use of an Inter-agency committee to evaluate the new refuge.
- Communities is to engage with providers to develop monitoring and evaluation processes.

# 4. Service Components

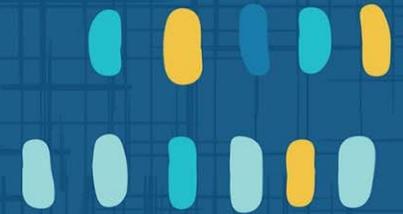


These Service Components are essential parts of the service that the lead organisation must be able to deliver .

- Referral, awareness and access
- Initial assessment
- Healing journey to recovery
- Programs and activities
- Family and community connection
- Support for children and young people
- Transition out of the refuge
- Beyond the residential component
- Facilities

It is important to note, Service Components contained within this Response to Recommendations are accepted by the Department of Communities as being actionable. Additional findings contained within the Summary of Co-design Findings are acknowledged; however, are beyond the scope of the Kwinana Refuge service model, at this time.

# Cont. Service Components

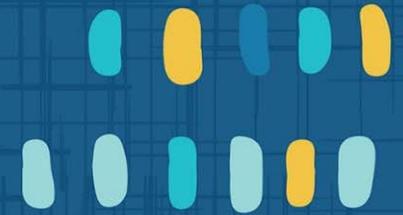


Service Components identified through the co-design process were presented, where relevant, alongside the following themed groups:

- General recommendations
- Women with disabilities
- Older women
- Women from Aboriginal communities
- Women from CaLD communities.
- Women with larger families
- Women with older boys

Not every Service Component had findings for each of the themed groups.

# Referral, awareness and access



## **General recommendations:**

- Provision for pets to be cared for and systems in place for contact to continue with them.

## **Women with disabilities:**

- Build more relationships in the referral system with disability services, including providing education and awareness of FDV to disability agencies.
- Communicate a positive and welcoming message to women and children with disability.
- Build extra time into referral processes for women and children with disability.

## **Women with older boys:**

- Ensure older boys have a choice of activity and referral options.
- Ensure older boys are not treated as perpetrators or potential perpetrators.

## **Older women:**

- Provide easy-to-navigate information for older women.

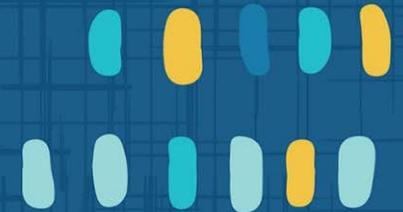
## **Women from Aboriginal communities:**

- Ensure there are Aboriginal staff available to work with Aboriginal women and children through the referral stage.
- If it is appropriate, record not only Aboriginal or Torres Strait Islander status, but also the region/nation/language group women associate with to assist with connection to country if requested.

## **Women from CaLD communities:**

- Include multicultural organisations in referral pathways.
- Provide access to interpreters where required.

# Initial assessment



## **General recommendations:**

- Use visual aids and diagrams to explain the assessment process.

## **Women with disabilities:**

- Provide translators where required.
- Provide staff training for assessment and support of people with disability.
- Women and children are not to be excluded from the Refuge due to disability.

## **Older women:**

- Develop a brief assessment option for older women if they do not have children requiring support.

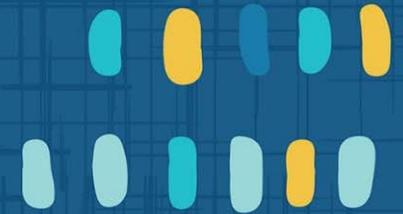
## **Women with large families:**

- Allocate sufficient time and resources for assessing the needs of the mother and all children in large families.

## **Women with older boys:**

- Customise assessment for older children, recognising that older boys may be experiencing conflict or identity issues if their 'role model' is violent.

# Cont. Initial assessment



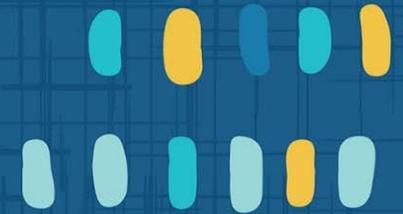
## **Women from Aboriginal communities:**

- Aboriginal families are to have the option of an Aboriginal worker to conduct the initial assessment.
- Complete the assessment in response to family needs, not the service's needs.
- Include a cultural assessment of the family.
- Ensure the wording on assessment forms is culturally appropriate.
- Assist with the completion of the forms (if required) so they can be completed with correct spelling and wording.

## **Women from CaLD communities:**

- Interpreters are to be made available for all assessments.
- Ensure use of advocates and supports in the assessment process.
- Cultural priorities and needs are to be considered during assessments.

# Healing journey to recovery



## **General recommendations:**

- Engage external services to assist in the development of effective plans for women and children's engagement and connection with support services.
- Develop practices that identify the strengths of the individual and their support system.
- Facilitate feedback between the referer(s) and refuge where appropriate.
- Provide safety planning that supports women and children if they are at risk in the future.

## **Women with disabilities:**

- Provide translators where required.
- Consider and explore funding opportunities, such as the NDIS, that are available to women and children.
- Provide support for women whose children over the age of 18 years have a disability.

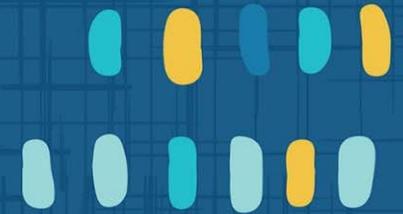
## **Older women:**

- Use empowerment models and re-skilling strategies to strengthen confidence and work readiness for older women.
- Ensure focus is placed on independence, rather than on interdependence, in the context of elder abuse.

## **Women from Aboriginal communities:**

- Ensure support services are culturally appropriate.
- Provide access to Aboriginal programs and support workers if desired.
- Ensure Aboriginal women and children who have travelled from another area feel welcome.
- Provide goal setting that is culturally appropriate and achievable/realistic.

# Cont. Healing journey to recovery



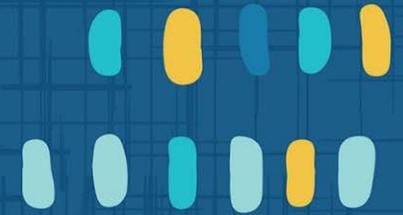
## **Women from CaLD communities:**

- Provide translators where required.
- Ensure support services are culturally appropriate.

## **Women with older boys:**

- Develop partnerships/collaborations with youth services and schools.
- Make FDV counselling services available to older boys.

# Programs and activities



## **General recommendations:**

- Provide programs for women to re-skill and/or strengthen work readiness.

## **Women from Aboriginal communities:**

- Provide cultural healing opportunities.
- Provide culturally appropriate activities and programs that are designed by Aboriginal elders, community, and women and children.
- Provide Welcome to Country for women and children.
- Provide regular smoking ceremonies.
- Aboriginal programs and activities are to be delivered by Aboriginal facilitators.

## **Older women:**

- Ensure programs and activities provided are not exclusive to older women participating.

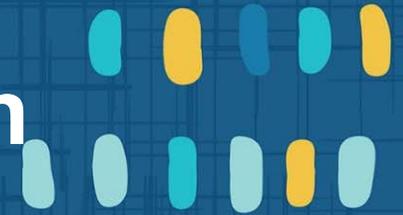
## **Women with large families:**

- Ensure sufficient and varied programs and activities are available for children of all ages, as required.

## **Women with older boys:**

- Ensure programs and activities are considerate of young people's engagement.

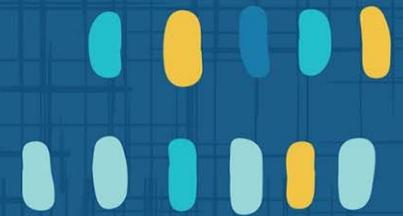
# Family and community connection



## **General recommendations:**

- Provide support and/or counselling for families who want to remain together.
- Implement a 'whole-of-family' model to support the needs of both women and children in families.
- Provide access to services that build families' support networks. This may include access to schooling, family services, etc.
- Provide sufficient time and work with other services to support transition out of the Refuge.
- Develop networks or communities-of-practice to support transition out of the Refuge.
- Implement a holistic view when supporting exit from the Refuge. For example, consider the safety of the home environment women and children are transitioning into.

# Cont. Family and community connection



## **Women with disabilities:**

- Consider the need to engage with carer(s) outside of the refuge in order to support women and children with disability.

## **Older women**

- Ensure past elder abuse is considered when connecting older women with family members and the community.

## **Women from Aboriginal communities:**

- Facilitate the involvement of elders, grandparents, and other supporting family and friends as required and appropriate.
- Provide culturally inclusive support for developing healthy family relationships while in the Refuge, and upon exit.
- Provide choice of, and referral to, Aboriginal programs for women and children.

## **Women from CaLD communities:**

- Provide culturally inclusive support for developing healthy family relationships while in the Refuge, and upon exit.
- Ensure access to culturally appropriate and culturally safe programs for women and children.

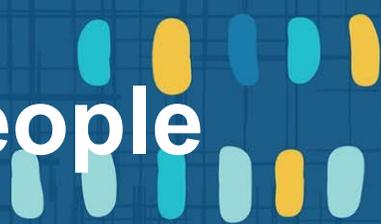
## **Women with large families:**

- Provide access to childcare.

## **Women with older boys:**

- Consider a flexible age of access for older boys.
- Create positive opportunities for children to engage with males and peers, where appropriate.

# Support for children and young people



## **General recommendations:**

- Provide access to Child Advocates and Child Support Workers to support children.
- Provide support for children to develop skills and strengthen coping mechanisms.
- Provide access to services that support children's social connections and education.

## **Women with disabilities:**

- Provide support for children with disability.

## **Women with older boys:**

- Facilitate access to positive male role models for older boys, where appropriate.
- Consider referral to housing support for older boys who wish to develop independence.
- Consider a flexible age of access for older boys.

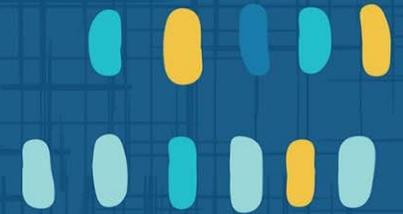
## **Women from Aboriginal communities:**

- Support cultural celebrations and activities for women and children.
- Develop partnerships/collaborations with Aboriginal elders and mentors.

## **Women from CaLD communities:**

- Support cultural celebrations and activities for women and children.

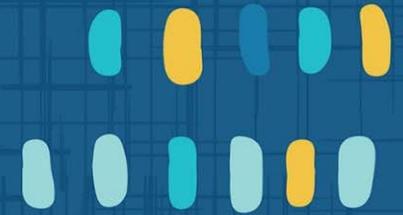
# Transition out of the refuge



## **General recommendations:**

- The length of ongoing engagement upon exiting the refuge is led by the individual need of each women and can be short, medium or long-term.
- Ensure visibility of the perpetrator amongst the womans' community networks.
- The engagement to transition families should commence whilst the women and children are still at the Refuge.
- Build referral pathways for women and children to engage in social and professional networks to enable a stronger sense of wellbeing and community connection.
- Assist with connecting women and children to community place-based services especial for women and children who have been moved into a new area for safety reasons.
- Consider creating an MOU or service level agreement with housing developments to create 'in-between' housing.
- Ensure there is a plan in place for managing the current (at April 2020) COVID-19 situation.

# Cont. Transition out of the refuge



## **Women with disabilities:**

- Consider and explore the transferability of a person's support plan, particularly if support services are from another region.
- Build partnerships/collaborations with providers of accessible housing options.

## **Older women:**

- Ensure safe planning and consideration of elder abuse or co-tenant violence.

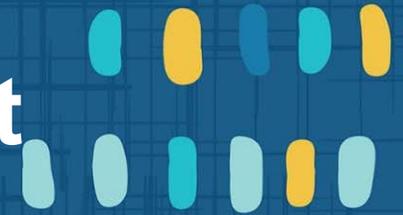
## **Women with larger families:**

- Incorporate women and children's input into transition planning.
- Consider women and children's relationships within their family support network during transition planning.
- Ensure additional time and support is provided to large families during transition to long-term housing. Large homes can take additional time to secure.

## **Women with older boys:**

- Develop partnerships/collaborations with youth services to provide mental health, vocational, and social support options for young people.

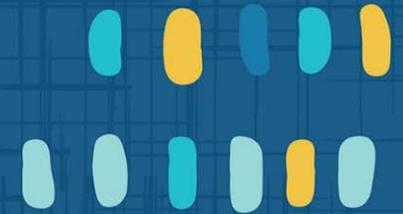
# Beyond the residential component



## **General recommendations:**

- Consider the provision of continued support for safety and recovery in the home and community for women and children who have transitioned from the Refuge.

# Facilities



## **General recommendations:**

- Ensure flexibility to configure sleeping arrangements within units according to women and children's needs.
- Provide play space(s) for children.
- Provide women and children with access to supportive community.
- Provide access to IT, computers, and WIFI within the Refuge.

## **Women from Aboriginal communities:**

- Incorporate Aboriginal cultural reference points into the Refuge design.
- Provide space for a yarning circle.

## **Women from CaLD communities:**

- Provide prayer room(s), and facility for spiritual practices at the Refuge.