

5bXXX**Safe responses to family violence risk**

Kaupae Level	5
Whiwhinga Credit	10
Whāinga Purpose	<p>This skill standard is for people working or volunteering in people facing roles and, in the community, to develop knowledge and skills to respond safely to family violence risk.</p> <p>A person credited with this skill standard can gather information on family violence risk and respond in culturally safe ways that increase safety for victims and promote accountability for people using violence. They will be able to collaborate with specialist agencies and services to support an integrated response.</p> <p>This skill standard may contribute to the xxx Micro-credential.</p>
Whakaakoranga me mātua oti Pre-requisites	<p>Skill standard xxxx, <i>Recognise, respond and refer to family violence risk</i>, or demonstrate equivalent knowledge and skill.</p> <p>Skill standard xxx5a</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Gather information and respond to family violence risk.	a. Explain how to validate and prioritise the safety of victim-survivors in ways that support their dignity and autonomy.
	b. Demonstrate non-collusive responses which support accountability of people who use violence.
	c. Respond to children and young people who are victims of family violence.
	d. Describe safe and culturally appropriate responses to family violence risk.
	e. Apply questioning strategies to identify red flags and level of family violence risk.
	f. Discuss the legal tools available to support safety and reduce risk.
	g. Reflect on own actions in reducing risk.

2. Work collaboratively with other agencies and services to support integrated, collective responses.	a. Evaluate specialist family violence and sexual violence services role in a collective response
	b. Demonstrate how collaborative responses can reduce family violence risk and enhance safety.
	c. Explain how the victim-survivors information and voice is incorporated in a collaborative response.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

For assessment purposes:

- Assessment can be undertaken in a simulated environment.
- Assessment should be informed by the 'Entry Level' Family Violence Risk and Safety Practice Framework.
- Assessment must include recognition that each person and whānau situation is unique. Therefore, the evaluation of risk and the appropriate strategies and response are also unique to that context.
- Assessment criterion 1c – must include high risk and recognition of how risk can change suddenly and escalate in unpredictable ways.
- Assessment criterion 1e – a safe, and culturally appropriate response is one which is tailored to a person's age, ethnicity, gender, disability, sexuality, and gender identity.
- Assessment criterion 2b – must demonstrate how they contribute to shared risk analysis and safety and wellbeing strategies and have an understanding of the roles and responsibilities within a collective response.

Evidence provided for assessment against the skill standard must:

- Be gathered in accordance with workplace or organisational policies and procedures.
- Be gathered within the boundaries of the learner's role.

Definitions:

- *Collaborative responses* are multiagency responses, where the relevant organisations work collectively to implement risk management and safety strategies.
- *Culturally appropriate responses* require workers to reflect on their own views and biases and develop knowledge of and respect for cultural difference and diversity.
- *Family violence risk* is the risk of further violence could result in homicide, suicide, serious injury and other forms of harm, trauma, and hardship caused by the person using violence and by harmful system responses.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

Safe responses and accountability:

- Validation of people's experiences to maintain their dignity and autonomy, why are these skills important, and consequences of harmful responses.
- Working with people who use violence, including how to engage without colluding. What collusive responses are and how to ensure responses to people using violence promote accountability.

- Culturally appropriate responses to tangata whenua, that incorporates tikanga and mātauranga Māori.
- Culturally appropriate responses to people from marginalised communities, how inequity, discrimination and bias may have impacted people.
- Questioning techniques, probing questions, clarifying questions and reframing.
- Legal tools available, protection orders, police safety order. How to apply, how these tools support safety and how they may increase risk.
- Disclosures, how to respond to disclosures by adults and children, what to listen for, say and what to do next.

Working collaboratively:

- Identification of specialist agencies in the community.
- Purpose and benefits of multi-agency collaboration.
- The importance of early referrals to the right specialist service.
- Multi-agency collaboration in practice.
- Shared risk management and safety plans.
- Roles and responsibilities of specialist workers in the context of a collaborative response. This includes understanding their own role and actions that support the leadership of specialist workers.
- Actions to ensure a victim-survivor and whānau-centred collaborative response.

Rauemi | Resources

- Carrington, H. & Thornburn, N. (2025). Evidence-Based RED FLAGS for Intimate Partner Homicide. In *Womens Refuge*. Retrieved September 23, 2025 from <https://womensrefuge.org.nz/wp-content/uploads/2025/06/Red-Flags-IPH-June2025.pdf>
- Information Sharing Guidance | New Zealand Ministry of Justice. (2020). Govt.nz. Available at <https://www.justice.govt.nz/justice-sector-policy/key-initiatives/addressing-family-violence-and-sexual-violence/a-new-family-violence-act/information-sharing-guidance>
- New Zealand Legislation. (2018). *Family Violence Act 2018*. Available at <https://www.legislation.govt.nz/act/public/2018/0046/latest/DLM7159322.html>
- New Zealand Legislation. (1989). *Oranga Tamariki Act 1989*. Available at <https://www.legislation.govt.nz/act/public/1989/0024/latest/DLM147088.html>
- New Zealand Legislation. (1961). *Crimes Act 1961*. Available at <https://www.legislation.govt.nz/act/public/1961/0043/latest/dlm327382.html>
- New Zealand Legislation. (2020). *Privacy Act 2020*. Available at <https://www.legislation.govt.nz/act/public/2020/0031/latest/LMS23223.html>
- New Zealand Legislation. (2022). *Conversion Practices Prohibition Legislation Act*. Available at <https://www.legislation.govt.nz/act/public/2022/0001/whole.html>
- Oranga Tamariki. (2025). Information Sharing. Available at <https://www.orangatamariki.govt.nz/working-with-children/information-sharing>
- The Centre for Family Violence and Sexual Violence Prevention (2025). *Family Violence Risk and Safety Practice Framework*. Available at <https://preventfvsv.govt.nz/assets/Workforce-Frameworks/Risk-and-Safety-Practice-Framework-Web-Version.pdf>

Pārongo Whakaū Kouna | Quality assurance information

Ngā rōpū whakatau-paerewa |
Standard Setting Body

Toitū te Waiora Community, Health,
Education, and Social Services Workforce
Development Council

Whakaritenga Rārangi Paetae Aromatawai DASS classification	Community and Social Services > Health, Disability and Aged Support > Health and Disability Principles in Practice
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0024

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	[dd mm yyyy]	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	31 December 2029		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at qualifications@toitutewaiora.nz to suggest changes to the content of this skill standard.