

MARAM Responsibilities decision guide for:

Leaders of services engaging potential victim survivor or/and perpetrators in service delivery

AfriAus iLEAC Inc will follow this decision guide for each member of our team

STEP 1

DESCRIPTION

First determine which of the below best describes our team member and proceed to Steps 2 & 3

STEP 2

RESPONSIBILITIES

Assign MARAM **Responsibilities** to our team member

STEP 3

READING AND TOOLS

Provide core reading (Adult and Chid Victim or/and Perpetrator focused) and MARAM tools to team members and signpost to training

Identification

(Tiers 1-4°)

Do they interact with clients / service users / patients?

AND

Could they sensitively ask questions to identify whether family violence is occurring? (Sometimes known as screening) Or refer to someone who can?



- Sensitively engage with clients and identify behaviours related to family violence (Responsibilities 1&2)
- · Consult, refer and share information (Responsibilities 5&6)
- Multi-agency coordination and collaboration (Responsibilities 9&10)



CORE READING

- · MARAM Practice Guide Foundational Knowledge
- Adult and Child Victim focused MARAM Practice
 Guides or/and Adult Perpetrator focused Practice
 Guides 1, 2, 5, 6, 9, 10

CORE VICTIM SURVIVOR ASSESSMENT/TOOLS

- · Screening and Identification tool (adult)
- Safety Planning tool

CORE PERPETRATOR ASSESSMENT/TOOLS

· Adult Person Using Violence Identification Tool

Intermediate risk assessment and

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(Tier 2&3 upwards + some roles within Tier 4*)

Do they interact with clients / service users / patients to assess or manage a presenting 'need' (i.e. alcohol or drug use, mental health, physical health, housing)?

AND / OR

Engage with people in crisis situations or cohorts who are at high risk of experiencing or using family violence?



- Sensitively engage with clients and identify behaviours related to family violence (Responsibilities 1&2)
- Conduct intermediate risk assessments and risk management (Responsibilities 3&4)
- · Consult, refer and share information (Responsibilities 5&6)
- Multi-agency coordination and collaboration (Responsibilities 9&10)



CORE READING

- · MARAM Practice Guide Foundational Knowledge
- MARAM Practice Guides Responsibilities 1-6, 9, 10

CORE VICTIM SURVIVOR ASSESSMENT/TOOLS

- · Brief and intermediate risk assessment (Adult)
- · Brief and intermediate risk assessment (Child)
- · Safety plan for older children/young people

CORE PERPETRATOR ASSESSMENT/TOOLS

 Adult Person Using Violence Intermediate Assessment Tool

Specialist intervention

(Tier 1 + some roles within Tiers 2-4

Do they directly work in a family violence specialist capacity with victim survivors or people who use violence?

AND

Undertake safety planning and risk management?



- Sensitively engage with clients and identify behaviours related to family violence (Responsibilities 1&2)
- Conduct intermediate risk assessments and risk management (Responsibilities 3&4)
- · Consult, refer and share information (Responsibilities 5&6)
- Conduct comprehensive risk assessment, risk management and safety planning (Responsibilities 7&8)
- Multi-agency coordination and collaboration (Responsibilities 9&10)



CORE READING

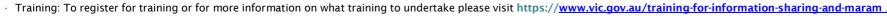
- · MARAM Practice Guide Foundational Knowledge
- · MARAM Practice Guides Responsibilities 1-10

CORE VICTIM SURVIVOR ASSESSMENT/TOOLS

- · Comprehensive Risk Assessment (Adult)
- · Comprehensive Risk Assessment (Child)
- · Comprehensive Safety Planning tool

CORE PERPETRATOR ASSESSMENT/TOOLS

 Adult Person Using Violence Comprehensive Assessment



A note on tiers: The Responding to Family Violence Capability Framework covers four workforce tiers spanning specialist family violence services (Tier 1), core support services and professionals (Tier 2), mainstream/ social support services (Tier 3) and universal services (Tier 4). Please note this does not encapsulate or address the complexity and diversity of individual roles and programs within specific services and sectors. Rather, it provides a broad overview within which different workforces can understand the scope and limits of their role and expertise. References to tiers are included here for the sake of completeness.

