

MANITOBA POST-SECONDARY SEXUAL VIOLENCE POLICY GUIDE

PROMOTING AWARENESS AND PREVENTION

Sexual Violence Guidelines: Manitoba Post-Secondary Institutions

Sexual violence is a deeply traumatic and difficult experience. The traumatic nature of sexual assault, societal and cultural messages about sexual assault, and fear of victim blaming make telling someone about sexual assault difficult. It is important that institutions be prepared to respond sensitively and compassionately should someone in their campus community choose to come forward. This guide is designed to provide institutions with general guidance on best practices in responding to disclosures of sexual violence as well as how to fulfill their obligations under The Sexual Violence Awareness and Prevention Act.

FACTS ABOUT SEXUAL VIOLENCE

- Surveys of college and university students in North America estimate that between 15 and 25% of female post-secondary students experience sexual assault or attempted sexual assault during the course of their educational career, and that in 90% of those instances, the offender is known to the woman.
- Sexual assaults peak during the first two months of classes¹
- At least 80% of rapes on campus are perpetrated by someone known to the victim - 50% of which occur on dates²
- Sexual violence committed before or during post-secondary education can have significant impacts on academic performance and lead survivors to drop out of their studies.
- The vast majority of victims/survivors of sexual violence are women.
- Certain populations are at greater risk of sexual violence in Canada, including:
 - Young women and girls
 - Indigenous women
 - Women living with cognitive or physical disabilities
 - Individuals within the LGBT2SQ+ community
 - Newcomer women and women from ethnocultural and racialized communities

The Role and Scope of Responsibility of Post-Secondary Institutions

It is important to begin by understanding the broad nature of the framework contemplated in *The Sexual Violence Awareness and Prevention Act* [Act]. The framework in the Act articulates institutions' role as having two main components: i) a proactive role focused on raising awareness and educating the campus community on sexual violence; and ii) a responsibility to respond, whereby institutions are to have appropriate policies and procedures in place to respond in the event that a student comes forward to disclose sexual violence. This would include:

1 Canadian Federation of Students - Ontario. Sexual Violence Fact Sheet. December 2015. <http://cfsontario.ca/wp-content/uploads/sites/50/2017/01/Sexual-Assault-Factsheet.pdf>
2 Canadian Federation of Students - Ontario. Sexual Violence Fact Sheet. December 2015. <http://cfsontario.ca/wp-content/uploads/sites/50/2017/01/Sexual-Assault-Factsheet.pdf>

- Listening to complaints/disclosures and responding in a sensitive and understanding manner;
- Providing information to the student about the institution's response procedure;
- Offering information or making referrals to support service providers with experience addressing sexual assault and trauma; and
- Providing the individual with reasonable accommodation while on campus.

This does not include 'policing' student activities/interactions on campus or online. There is no expectation that institutions will monitor student behaviour at all times. Rather, prevention and education efforts should be focused on stopping harassment and sexual assault from being perpetrated. The framework contemplated in the Act requires institutions to initiate their response protocol if they become aware of an incident of sexual violence.

The Act does not require institutions to investigate disclosures or reports of sexual violence. Institutions are strongly discouraged from establishing tribunals or quasi-judicial committees to make a determination as to the complaint's validity. It is not necessary to establish guilt/innocence in order to activate a response protocol and provide the complainant/survivor with reasonable accommodation. Quasi-judicial committees or investigative processes can be harmful to the complainant/survivor and should only be considered in extreme situations and should be developed with significant input from law enforcement and experts.

Fulfilling Your Obligations Under the Act

1. Scope

All individuals at your institution must be covered by the sexual violence policy(ies) at the institution.

Ways to Satisfy this Requirement:

- Clearly state in your policy that all individuals associated with the institution, including students, instructors, faculty, staff and administrators are governed by the policy.

2. Awareness

Clearly articulate how the policy will raise awareness of sexual violence, including sexual violence that is perpetrated using social media and other forms of digital communication.

- o Policies must contain actions that will be taken by the institution to bring attention to the issue of sexual violence.
- o The actions undertaken by the institution to increase awareness of sexual violence must include content that makes it clear that sexual violence can be perpetrated on social media and through other digital means.
- o Different stakeholder groups may be addressed separately, recognizing their roles at the institution. For example a student orientation session at the beginning of the year is an opportune time to include content on sexual violence, however such sessions may not be suitable for raising awareness delivery among staff and instructors.

Ways to Satisfy this Requirement:

- Include information on sexual violence at an orientation session at the beginning of a program or as

- part of an orientation package – this information should be consistent with best practices and should not inadvertently blame victims;
- Send ‘e-blasts’ to all students (or whatever mechanism is in place to connect with all students);
 - Send awareness information to all special teams within the school environment (i.e. sports teams, tech teams, clubs, etc.) and to all school residences;
 - Host information sessions open to the campus community on sexual violence. Connect with experts familiar with trauma and sexual violence to deliver information (see Appendix C for a list of service providers).
 - Arrange for professional development opportunities focused on sexual violence awareness and response;
 - Undertake awareness activities at various times throughout the school year, rather than a one-time occurrence. This allows information on sexual violence to be shared widely among the campus community and contributes to a healthy campus culture.

3. Consent

Address issues related to consent regarding engaging in sexual activities.

- o It is important that students are provided with accurate and relevant information on what is and is not consent.
- o Several issues can arise regarding the concept of consent, including:
 - what constitutes consent,
 - how consent must be received,
 - when consent cannot be given – i.e. when someone is incapacitated (which includes being under the influence of drugs/alcohol), when someone is intimidated or forced, etc.
 - that consent can be withdrawn at any time.

Ways to Satisfy this Requirement:

- Reinforce an appropriate understanding of consent in the context of sexual activity by defining consent in your policy and/or including a discussion of consent.
- Indicate how that understanding will be communicated and reinforced within the campus community. This could include incorporating content related to consent in student orientation sessions, distributing this information regularly to members of the campus community, prominently displaying content related to consent on campus etc.

CONSENT

Consent is central to sexual assault. The Criminal Code of Canada defines consent as it relates to sexual assault as the voluntary agreement to engage in sexual activity. An individual must actively and willingly give consent to sexual activity. Simply stated, sexual activity without consent is sexual assault.

Young people, like many others, often do not fully understand consent and can feel that the line between consensual sexual acts and sexual assault can be unclear. This is particularly true when an acquaintance, friend, or partner is the perpetrator.

Consenting to one kind, or instance, of sexual activity does not mean that consent is given to any other sexual activity or instance. No one consents to being sexually assaulted.

Where consent does not exist (lack of agreement): a person can express a lack of agreement verbally or through

conduct (such as physically resisting advances). The Criminal Code makes it clear that a person can, after initially giving consent to engage in sex, revoke consent at any time by expressing a lack of agreement to continue engaging in sexual activity.

In other words, consent:

- Is never assumed or implied
- Is not silence or the absence of “no”
- Cannot be given if the victim is impaired by alcohol or drugs, or is unconscious
- Can never be obtained through threats or coercion
- Can be revoked at any time
- Cannot be obtained if the perpetrator abuses a position of trust, power or authority

For the purposes of institutions’ policies and procedures, keep in mind: it is not for the institution to weigh into whether or not consent has been given. This legislation is asking institutions to include issues related to consent within their policy, not examine or investigate sexual assault allegations.

For more information on consent, please refer to <http://www.gov.mb.ca/youarenotalone/consent.html>

You may also want to check out what other post-secondary institutions have done with respect to messaging around sexual violence and consent online. If unsure, double check with experts (e.g. Klinik, Ka Ni Kanichihk) to confirm if messaging is appropriate.

4. Prevention

Clearly outline the full range of activities that your institution will be undertaking to prevent sexual violence.

- Policy(ies) must clearly articulate the prevention strategies of the institution (i.e. actions meant to end the occurrence of sexual violence at the institution and within the campus community). These actions and strategies should not be focused on how potential victims should protect themselves, but rather what actions can be taken to change perpetrator behaviours.
- Some of the prevention activities may be addressed in other sections of the policy, such as those related to: raising awareness, addressing consent and training to be provided.

Ways to Satisfy this Requirement:

- Raise awareness of sexual violence, consent and other issues related to sexual violence (see sections 2 and 3).
- Ensure that messages from university leadership are clear about expectations and that they set the tone for university action.
- Establish a sexual violence prevention committee that is representative of the full scope of the policy, including regards for sexual orientations, race, and abilities.
- Undertake a “crime prevention through environmental design” audit with trained law enforcement to consider how the physical environment can contribute to incidents of sexual violence in public spaces.

5. Complaint/Disclosure Procedures and Response Protocols

A process to receive complaints/disclosures must be established in the policy as well as a protocol addressing the institution’s actions once a complaint/disclosure has been made.

- Policies must clearly articulate how complaint/disclosure can be made to the institution and what actions the institution will take in that event.
- It is important to distinguish between disclosing (telling someone about what has happened) and reporting sexual violence (making a formal police report, thereby potentially initiating a legal investigative process).
- Processes may vary by institution due to the capacity of the institution and the specifics of the incident. Institutions should consult with police and other experts on their complaint procedure and response protocols. It is important to include multiple perspectives to ensure centralizing the needs of the person who has been victimized. The Sexual Assault Crisis Program at Klinik is currently the only program in Manitoba that has the resources to provide assistance and consultation around guideline development.

Ways to Satisfy this Requirement:

- Discuss in your policy the full range of options available to complainants/survivors, including complaint/disclosure and formal reporting options.
- Clearly articulate the steps that will be undertaken when an individual makes a complaint/disclosure to the institution and what supports will be made available to students immediately following a disclosure (and not pending any investigation).

TIPS FOR BEST PRACTICE IN RESPONDING TO COMPLAINTS/DISCLOSURES

Reporting/Disclosure Options

- It is important individuals coming forward with a complaint/disclosure feel in control of the process and that they are not compelled, nor restricted from pursuing the issue through law enforcement at any time.
- Victims of sexual violence should be made aware of all of the complaint/disclosure options available and should be made aware that they may choose option, or combination thereof, at any point in time. These options may include:
 - 1. No report** – the victim/survivor discloses sexual violence to seek emotional support, medical support, or advocacy but not to report to police.
 - 2. Police report** – the victim/survivor makes a police statement, which would generally be followed by a criminal investigation. Victims/survivors can call the police or go to their nearest police station. There are support services available for individuals who decide to report to police.
 - 3. Medical assistance/forensic medical exam** – the victim/survivor attends a hospital or medical centre for medical attention to address possible physical injury, pregnancy and/or sexually transmitted infections; forensic exam to collect any forensic samples while the victim/survivor decides whether or not to report to police.
 - o In Winnipeg, within 120 Hours (5 days) from the sexual assault, survivors can go to the emergency department of the Health Sciences Centre (use the William Avenue entrance or call 204-787-3167). They should tell the triage nurse that they have been sexually assaulted and/or that you would like to see the Sexual Assault Nurse Examiner (SANE) nurse. Support workers from the Klinik Sexual Assault Crisis Program are available to accompany victims/survivors to hospitals or medical centres in Winnipeg. If the survivor/victim does decide to report the assault, the SANE nurse will call the police on their behalf. A Winnipeg Police Service detective with the Sex Crimes Unit will come to the hospital in plain clothes

to speak with the victim/survivor or will contact the victim/survivor within 24 hours (if unavailable at the time of exam).

- o In Winnipeg, beyond 120 Hours, survivors can be referred to a medical practitioner in the community where they feel comfortable (family doctor, STI clinic, etc.).
- o Outside Winnipeg, survivors/victims can go to their nearest emergency room department, teen clinic, health centre or nursing station. Staff there can contact the local police station or RCMP for them, if requested.

4. Report to campus security (if applicable) – the victim/survivor has the choice to inform campus security so that security staff are aware that a sexual assault perpetrator may be on campus or amongst the campus community. If survivors decide to report to campus security, they should be offered support from a trained staff person or referred to a service provider, such as Klinik. Campus security procedures should clearly outline what steps must be taken and be clear that their role is not to conduct a criminal investigation. Campus security should not report to police without the survivors consent.

5. Formal complaint/disclosure to post-secondary institution – report to an institution’s administration, precipitating a student misconduct process if the perpetrator is a student; report to Human Resources or other relevant administrative department if the perpetrator is staff or faculty member.

6. Civil claim – victims/survivors may also launch a civil suit against the alleged perpetrator for damages suffered (this would not be the responsibility of the institution).

Tips for Providing a Supportive Response

- The vast majority of survivors do not formally report to authorities and many do not disclose to someone they trust. A campus environment in which individuals feel comfortable coming forward helps ensure they receive the necessary assistance and supports the institution in its efforts to identify and deal with perpetrators.
- Survivors may be reluctant to report for fear of having to retell their experience to a number of different people. Retelling is essentially re-living the experience, which can cause survivors to feel re-traumatized.
- Fear and apprehension about the reactions of others can be significant barriers to disclosing or reporting. This can include:
 - o Concerns about not being believed or blamed
 - o Feeling ashamed and guilty for what has happened
 - o Fear of institutional sanctions or a police investigation where underage drinking or the use of illegal drugs were involved
 - o Fear of retaliation by the perpetrator or their friends
 - o Peer pressure to not report, especially if the perpetrator has significant status on campus
- Some people react negatively to a survivor’s disclosure. These reactions can leave the survivor re-traumatized, feeling hurt or isolated, and may dissuade them from seeking further help. Negative reactions include:
 - o Avoiding the survivor or treating them differently than before
 - o Discouraging them from talking about the incident
 - o Questioning their memory or assessment of what happened
 - o Taking control away from them (i.e. making decisions for them)
 - o Blaming them for what happened
 - o Over-reacting and not allowing the survivor to express their own feelings or minimizing their experiences and invalidating their feelings

- A supportive response involves:
 - o Listening without judgment and accepting the disclosure as true
 - o Communicating that sexual violence is never the responsibility of the victim
 - o Helping the survivor identify and/or access services (on or off campus), including emergency medical care
 - o Respecting the survivor's right to choose the services they feel are most appropriate and to decide whether to report to police or security
 - o Recognizing that disclosing can be traumatic and a survivor's ability to recall the events may be limited
 - o Respecting the survivor's choices as to what and how much they disclose about their experience (i.e. refraining from pressing for details)
 - o Making every effort to respect confidentiality and anonymity
- Individuals should not go beyond their comfort level or expertise when responding to a disclosure. It is important to be supportive while also referring survivors to the right person who can provide the help needed. A central point person (or team) should be identified within the institution and assigned responsibility for maintaining and distributing a list of on/off campus support services, including services offered 24/7.

Tips on Providing Accommodation to Students

- As a part of their response protocols, institutions are strongly encouraged to develop accommodations for victims/survivors. Make every effort to offer accommodations that disrupt the life of the victim/survivor as little as possible.
- Clearly articulate the full range of academic and non-academic accommodations available to victims/survivors (i.e. changing residence/housing, financial aid, academic accommodations, transfer to a different faculty or department, transfer classes, deferred test/exams). Note: the survivor may want the alleged perpetrator to move classes, housing, etc. as opposed to the survivor needing to change their situation.
- Within the policy, clearly articulate what accommodations will be made available in response to a disclosure, and not pending any investigation.

6. Training

Provide training on issues related to sexual violence.

- Policy(ies) must address the training that will be provided to individuals associated with the institution in order to gain a better understanding of sexual violence, consent and trauma, appropriate responses to disclosures, and their roles and responsibilities.
- Training should be appropriate and will vary based on the individual's relationship with the institution. For example, students may receive information about what to do if another student discloses an incident of sexual violence to them, whereas someone in a named position within your sexual violence policy(ies) may receive more intensive training on your institution's policy(ies) and/or best-practices in responding to sexual violence.

Way to Satisfy this Requirement:

- Describe how members of the campus community will be trained on (1) how to respond to complaints/disclosures in an understanding and supportive manner; and, (2) what their specific roles and responsibilities are.
- Indicate if different groups (i.e. students, administrators, instructors, etc.) will receive different training.
- Clearly describe what type of training each group will receive and how often it will be delivered.
- Training can be interpreted broadly and thus may include some of the public education activities the institution is required to undertake to raise awareness of sexual violence and to address issues related to consent.
- Consider working with external experts in developing training plans, and in delivering training sessions.

A NOTE REGARDING THE IMPORTANCE OF TRAINING

A victim may choose to confide in anyone about an act of sexual violence (i.e. student, professor, instructor, coach, counsellor, etc.) – everyone on campus should have access to basic information on how to provide a compassionate and reassuring response.

7. Consultation

The policy(ies) must be developed in consultation with students.

- The policy must clearly articulate how students were consulted throughout the development of the policy and how they will be engaged during the required policy review.
- No student(s) who wish to provide comment on the policy(ies) should be prevented from doing so.

Way to Satisfy this Requirement:

- Meaningfully involve students of different genders, sexual orientations, abilities, perspectives and cultures in the initial development of your policy. This could be achieved by meeting with representatives from students groups or by seeking feedback from the broader student population.
- Feedback may be solicited from students in person (group consultations), online (questionnaire) or any other means that allow students to easily provide comments on the policy(ies).
- Consider soliciting feedback on policies continually and in a manner that ensures confidentiality.

8. Cultural Sensitivity

The policy must be culturally sensitive and reflect the perspectives of the populations most vulnerable to sexual violence.

- It is important that the policy(ies) demonstrate an understanding that some populations are more vulnerable to sexual violence than others. The policy(ies) should seek to accommodate individuals from vulnerable populations to the greatest extent possible, recognizing that individuals from these populations are most likely to be impacted by sexual violence at their institution.
- Institutions should consider who the most vulnerable populations at their institution are and seek to ensure that their policy(ies) are sensitive to these individuals (ex. Indigenous women, women living with cognitive or physical disabilities, newcomer women and women from ethnocultural communities, individuals within the LGBT2SQ+ community, international students).

Way to Satisfy this Requirement:

- Acknowledge and articulate populations that are most vulnerable to sexual violence within the policy.
- State what is being done to ensure that vulnerable populations are being considered within the development of their policies.
- Offer different disclosure options to accommodate vulnerable populations (i.e. making a female available to hear a complaint recognizing that women are far more likely to be victim of sexual violence).
- Provide information on support services that are tailored to a variety of populations.
- Include cultural sensitivity training as a part of your sexual violence training program.

9. Policy Accessibility

The policy must be easily accessible to students and others.

- The policy should be easily accessible to all in the institutional community (i.e. students, faculty, administration, etc). It should also be easily accessible to those with disabilities, and language barriers.

Way to Satisfy this Requirement:

- Distribute the policy(ies) to students, student groups, faculty and staff.
- Make policy(ies) available online or post in a clearly visible location.
- Ensure the policy is available in different and accessible formats.
- For best results, share the policy and associated documents through a variety of different means (i.e. online, by email, as part of student orientation packages, etc) and at various times throughout the year.

10. Public Reporting

The activities under the policy and the results of those activities must be reported to the public.

- It is important that activities and outcomes are reported publically to ensure accountability and public transparency.
- This reporting can be done in a form and manner chosen by the institution.

Way to Satisfy this Requirement:

- Publically report on activities being undertaken by the institution to raise awareness and contribute to the prevention of sexual violence at the institution.
- Track and report on the results of activities being undertaken, such as the number of staff/students that attend information sessions, training activities undertaken or the results of consultations.
- Institutions are not required to report on specific instances of sexual violence, however if they choose to do so, confidentiality and privacy of all individuals concerned must be maintained.

11. Policy Review

A comprehensive review of the policy must be conducted every four years; which includes consultations with students.

- It is important that sexual violence policies be kept up-to-date and that they continue to reflect best

practices in the field and lessons learned at the institution.

Way to Satisfy this Requirement:

- Clearly articulate the timeframe for the review, as well as how students will be consulted throughout the review process.

Appendix A - Glossary of Terms

Note: Many of the definitions below were borrowed from the *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities* document, developed by the Government of Ontario.

Consent:	Consent is the voluntary agreement to engage in the sexual activity in question.
Cyber harassment/ cyber stalking:	Often used interchangeably, cyber harassment and cyber stalking are defined as repeated, unsolicited, threatening behaviour by a person or group using cell phone or Internet technology with the intent to bully, harass, and intimidate a victim. The harassment can take place in any electronic environment where communication with others is possible, such as on social networking sites, on message boards, in chat rooms, through text messages, or through email.
Date rape:	The term "date rape" is interchangeable with "acquaintance sexual assault". It is sexual contact that is forced, manipulated, or coerced by a partner, friend or acquaintance.
Disclosure:	For the purposes of this document, a disclosure is made to any individual other than the police or other judicial official.
LGBT2SQ+:	The LGBT2SQ+ community includes people who identify as lesbian, gay, bisexual, transgender, Two-Spirit, queer, questioning, intersex, asexual, pansexual and/or gender fluid.
Rape:	Rape is a term used to describe vaginal, oral or anal intercourse, without consent. Although the term is no longer used in a legal sense in Canada, it is still commonly used and widely understood.
Sexual assault:	Sexual assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, threatened, carried out in circumstances in which the person has not freely agreed, consented to, or is incapable of consenting to. Sexual assault is a crime. [hyperlink the word "crime" to Criminal code definition of Sexual Assault http://laws-lois.justice.gc.ca/eng/acts/C-46/page-63.html#docCont]
Sexual harassment:	Sexual harassment is unwanted sexual attention directed at an individual by someone whose conduct including comments, gestures, and/or actions are offensive, inappropriate, intimidating, hostile, and unwelcome. Sexual harassment often occurs in environments in which sexist or homophobic jokes and materials have been allowed.
Sexual violence:	Any sexual act or act targeting a person's sexuality, gender identity or gender expression – whether the act is physical or psychological in nature – that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

Stalking:	Stalking is a crime called criminal harassment. Stalking consists of repeated behaviour that is carried out over a period of time, and which causes a person to reasonably fear for their safety.
Victim blaming:	Victim blaming occurs when the victim of a crime or an accident is held responsible – in whole or in part – for the crimes that have been committed against them.

[Appendix B - Additional Resources](#)

1. **Trauma-informed: The Trauma Toolkit** (http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf). A resource for service organizations and providers to deliver services that are trauma informed (Klinic)

2. **Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities**

[Link](#)

(Ministry of Women's Issues, Government of Ontario)

Includes:

- Sample Statement of Roles and Responsibilities for Campus Groups,
- Template for Sexual Violence Policies and Protocols,
- Template for Local Services Listing,
- Template and Sample Campus Safety Alerts,
- Examples of Public Education Campaigns,
- Resource Guides and Best Practices for Developing Policies and Protocols
- General Sexual Violence Resources and Materials

3. **Campus Sexual Violence: Guidelines for a Comprehensive Response**

[Link](#)

(Ending Violence Association of BC).

Appendix C – Local Service Listing

Manitoba Government

Manitoba’s “You Are Not Alone” website

[This Link](#) contains comprehensive information on responding to sexual violence and supporting survivors.

Victim services

- [Manitoba Justice - Child Victim Support Service](#)
- [Manitoba Justice - Compensation for Victims of Crime](#)
- [Manitoba Justice - Domestic Violence Support Service](#)
- [Manitoba Justice - Victim Rights Support Service](#)
- [Brandon Police Victim Services](#)
- [Pembina Valley Victim Services \(includes Altona, Morden and Winkler\)](#)
- [Winnipeg Police Victim Services Section](#)

Counselling services

- [Klinic Sexual Assault Crisis Counselling](#)
- [Manitoba Farm and Rural Support Services](#)
- [Mount Carmel Clinic](#)
- [The Laurel Centre](#)
- [Women’s Health Centre](#)
- [Survivor’s Hope Crisis Centre \(north-eastern Manitoba\)](#)

Law enforcement

- To report an emergency, call 911
- To report a crime (i.e. sexual assault), contact your local law enforcement:
- [Winnipeg Police Service - Sex Crimes Unit](#)
 - o 204-986-6222
 - o To speak with a detective in confidence, call: 204-986-6245
- [Royal Canadian Mounted Police Detachment Office](#)
- [Altona Police Service](#) (residents of Altona and Plum Coulee)
 - o 24hour line: 204-324-5353
 - o General inquiries: 204-324-5373
- [Brandon Police Service](#) (residents of Brandon)
 - o 24hour line: 204-729-2345
- [Dakota Ojibway Police Service](#)
 - o Birdtail Sioux Detachment: 204-568-4621
 - o Canupawakpa Detachment: 204-854-2953
 - o Roseau River Detachment: 204-427-3383

- o Sandy Bay Detachment: 204-843-7700
- o Waywayseecappo Detachment : 204-859-5070
- o Long Plain Detachment: 204-252-4480
- Sainte-Anne Police Service (residents of the Town of Sainte-Anne)
 - o 24hour line: 204-422-8209
- Winkler Police Service
 - o Daytime phone (9:00a.m. to 5:00 p.m. Monday to Friday): 204-325-0829
 - o After hours: 204-325-9990
- Morden Police Service
 - o Daytime phone (9:00 a.m. to 4:30 p.m. Monday to Friday): 204-822-6292
 - o After hours: 204-822-4900

Shelter / emergency residential services

For confidential information and help, call 1-877-977-0007 TTY: 1-888-987-2829. Click on the [brochure](#) (PDF 46 KB) for a list of services available in Manitoba for victims of domestic or family violence or visit manitoba.ca/stoptheviolence.

Cultural services

- Ka Ni Kanichihk - Heart Medicine Lodge

Ka Ni Kanichihk's Heart Medicine Lodge provides culturally-based support and advocacy services for Indigenous women and those who identify as women who have experienced sexual assault and sexual violence. The program was launched in 2016 as part the Winnipeg Safe City, partner in UN Women's Safe Cities and Safe Public Spaces Initiative.

Phone: 204-953-5820

Toll free: 1-888-953-5264

Text: [204-232-5445](tel:204-232-5445)

Email: rbach@kanikanichihk.ca

Health services

Please visit the [Manitoba Health website](#) for a list of public health services available in your area.

Legal services

- Community Legal Education Association

The Law Phone-in and Lawyer Referral Program

205 - 414 Graham Avenue

Winnipeg MB R3C OL8

Phone (for legal questions):204-943-2305

Toll free: 1-800-262-8800 (outside Winnipeg)

Email: info@communitylegal.mb.ca

- Legal Help Centre

Portage Place Shopping Centre

Unit 202, 393 Portage Avenue

Winnipeg, MB R3B 3H6

Phone: 204-258-3096

Email: info@legalthelpcentre.ca

Drop in hours are: Tuesdays and Fridays from 1:00 – 4:30 p.m.

Crisis services

- Sexual Assault Crisis Line (24/7)
Toll free: 1-888-292-7565
Winnipeg: 204-786-8631
TTY: 204-784-4097
- Klinic Crisis Line (24/7)
Toll free: 1-888-322-3019
Winnipeg: 204-786-8686
TTY: 204-784-4097
- Survivor's Hope Crisis Centre Inc. (North-Eastern Manitoba)
204-753-5353
- Manitoba Suicide Prevention & Support Line (24/7)
Toll free: 1-877-435-7170
TTY: 204-784-4097
- Deaf Access Counselling (24/7)
TTY: 204-784-4097
- Human Trafficking Hotline (24/7)
1-844-333-2211
- Domestic Violence Crisis Line (24/7)

Toll free: 1-877-977-0007

Other Help Lines

- Kids Help Phone
1-800-668-6868
- Manitoba Farm, Rural & Northern Support Services
Toll free: 1-866-367-3276
Winnipeg: 204-571-4180
Monday-Friday: 10:00 a.m. to – 9:00 p.m.
- Seniors Abuse Support Line
24 hour crisis: 1-888-896-7183

Please note you can also visit [You Are Not Alone](#) for the most up to date list of services available in Manitoba.

Special thanks to Ending Violence Association of BC, Klinic, and the Government of Ontario for sharing their material.