##  [Tool C5] Allies to work with the person doing harm Chart

[downloadable word document]

This is an important and hard role.

It’s hard to take responsibility and change harmful behaviours (think of the last time you changed something about your behaviour!). It is especially hard when others demand it of you. It’s worse when you’re doing it without support while you’re being judged and criticised.

Working out who can help and who can get in the way is important when thinking about how to support someone to take responsibility for their violence.

Who could best support them to take responsibility? Who might get in the way or make it less likely to happen?

It’s usually easier to find people to support the person who was hurt or the intervention overall, than it is to find support for the person doing harm. It is harder to find people who can support the person causing harm to stop and take responsibility for their violence, and to change.

Often the only people who want to support the person doing harm, also want to protect them from taking responsibility. They might make excuses for them or their violence, or criticise people who want to stop or respond to the violence.

Helping your friends, family members, or acquaintances take responsibility for their violence and practise new ways of being with people is hard. How can you tell who can help and who might hurt? Remember to think creatively! Sometimes the best people aren’t the first ones we think of.

Working with the person doing harm Chart

|  |  |
| --- | --- |
| **Accountability allies can be people who…** | **People who might get in the way of accountability and change (but might help the intervention in other ways) can be people who…** |
| The person doing harm cares about or respects | Have no relationship or a bad relationship with the person who did harm |
| Still see the person doing harm as a person with whakapapa who deserves respect and care | Feel raw anger, disgust, rage or contempt to the person doing harm  |
| Understand the harm that violence causes, even when the person causing harm is sad, angry, defensive or isn’t coping | Won’t see the harm the violence caused, or down play it, especially when the person doing harm is sad, angry, defensive or isn’t coping |
| Can communicate well  | Get distracted from what they need to say, aren’t always easy to understand, can be vague or unclear |
| Have a sense of when to back off and give space to take in what’s been said | ‘Go for the throat’—push their point and don’t notice when the other person can’t hear more, or when the way they’re talking isn’t helping |
| Can get their own support if they are rejected by or become a target of the person doing harm | If rejected or targeted by the person doing harm, will react with anger that makes things worse; won’t get support and may get too stressed out; or will give up if there is any intimidation, criticism or threat of violence  |
| Can have understanding and care for the person doing harm, and keep that separate from that person’s responsibility for their violence | Has understanding and care for the person doing harm, which leads to making excuses for their violence or blaming the person they hurt |
| Can support the person doing harm to cope with other people knowing about the violence, to not push people away, and to change | Can only ‘say my piece’ or ‘tell the truth’ and leave it to the person doing harm to figure out how to change alone |
| Can understand that even though the person doing harm is always good with them, they might be different with others | Can’t separate their experience of the person doing harm from other people’s |
| Can communicate clearly and regularly with other team members, even when there is disagreement or conflict. | Avoid conflict by withdrawing or even turning against the intervention. |