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## 1. Purpose

The purpose of this Staff Code of Conduct is to define the standards of behaviour and professional practice expected of all Ei staff, contractors and volunteers. This Code supports:

- safe and respectful workplaces and learning environments
- high quality training and assessment outcomes and integrity
- cultural safety for First Nations peoples
- a learning environment free from bullying, harassment, discrimination, racism, religious vilification and hate conduct (including antisemitism)
- compliance with EI policies, legal obligations and RTO regulatory requirements.

Staff must act ethically, professionally and in EI's best interests, and must not engage in conduct that could bring EI into disrepute.

## 2. Scope

This Code applies to all EI:

- employees (full-time, part-time, casual)
- contractors and consultants
- trainers/assessors, student support staff, administration, marketing and recruitment staff
- work placement supervisors (where applicable).

This Code applies in:

- EI workplaces and training environments

- online environments and EI systems
- work placement sites
- any situation where a person is representing EI.

### 3. Policy Statement and Principles

All staff must:

#### 3.1 Treat others with courtesy and respect

- treat students, colleagues and visitors with dignity, courtesy and fairness
- communicate professionally and avoid intimidating, humiliating or abusive behaviour
- respect diversity of backgrounds, cultures, languages, faiths, identities, abilities and experiences.

#### 3.2 Act in EI's best interests and protect EI's reputation

- comply with lawful and reasonable directions
- perform duties with care, skill and professionalism
- avoid behaviour that could damage EI's reputation, student safety, wellbeing, or training quality.

#### 3.3 Maintain professional presentation

- wear neat, clean attire suitable to the work environment and WHS requirements.

#### 3.4 Use phones and devices appropriately

- do not allow personal device to use to compromise safety, student supervision, privacy, assessment integrity, or service quality
- follow EI rules on device use during training and assessment activities.

#### 3.5 Maintain confidentiality and privacy

- protect EI confidential information, student records and personal information
- only access and disclose information where authorised and necessary for work purposes.

### 4. Professional Boundaries with Students

Staff must maintain professional boundaries and avoid conflicts of interest.

This includes:

- not engaging in intimate, exploitative, coercive or inappropriate relationships with students
- not socialising with students in a way that creates a real or perceived power imbalance or conflict (including online)
- not requesting or accepting personal services from students
- not giving students unfair advantage (including in assessment decisions).

Where a boundary risk exists (e.g., family relationship, close personal relationship, or dual-role conflict), the staff member must disclose it immediately to the CEO/General Manager so risks can be managed.

### 5. Diversity, Inclusion and Cultural Safety (including First Nations peoples)

EI is committed to:

- inclusive learning and working environments, and
- cultural safety for First Nations peoples (Aboriginal and Torres Strait Islander peoples).

Staff must:

- support culturally safe practices and respectful engagement
- avoid stereotyping, deficit language, or behaviours that undermine cultural identity
- make reasonable efforts to support students' cultural obligations (where practicable and consistent with training product requirements)
- use inclusive, accessible communication and support reasonable adjustments where appropriate.

## **6. Preventing Discrimination, Harassment and Hate Conduct (including antisemitism)**

EI does not tolerate:

- bullying, harassment, discrimination or victimisation
- racism, religious vilification or hate conduct
- antisemitism (including slurs, stereotypes, threats or targeting Jewish students/staff)
- any forms of religious hatred
- sexual harassment, sexual assault, stalking or coercive behaviour.

Staff must:

- model respectful behaviour and intervene appropriately when safe to do so
- report serious incidents and risks promptly
- support students to access complaints, appeals and wellbeing supports without fear of retribution.

## **7. Academic Integrity, Assessment Integrity and Compliance Obligations**

All trainers/assessors and staff involved in training and assessment must:

- comply with EI training and assessment systems and instructions
- uphold assessment integrity and ensure decisions are evidence-based and defensible
- avoid any inducement, bribery, or gifts linked to assessment outcomes
- ensure reasonable adjustments are applied appropriately without compromising competency requirements
- follow EI rules on AI use and academic integrity and apply them consistently to students
- maintain required credentials/competence for role responsibilities (as applicable to trainers/assessors)
- avoid conflicts of interest in assessment, RPL, credit transfer, placement evidence, and third-party reports.

Staff must never:

- falsify assessment evidence, attendance/progress records, or student outcomes
- share assessment answers or compromise exam conditions
- allow impersonation or fraudulent submissions.

## **8. Work Health and Safety (WHS)**

Staff must:

- take reasonable care for their own health and safety and that of others
- follow EI WHS procedures and incident reporting requirements
- not create unsafe environments for students (including during practical training)
- respond to hazards and incidents promptly and escalate where required.

If immediate risk exists, staff should follow emergency procedures and contact emergency services where necessary.

## 9. Privacy, Confidentiality and Information Security

Staff must:

- comply with privacy obligations, EI privacy procedures, and confidentiality requirements
- store and handle student records securely
- only collect/use personal information where authorised and necessary
- not share student information through personal email or unapproved channels
- comply with EI cyber security and password requirements.

## 10. Conflicts of Interest, Gifts and Benefits

Staff must:

- disclose any real, potential or perceived conflicts of interest
- not accept gifts, benefits or inducements that could influence (or appear to influence) professional judgement, assessment decisions, enrolment decisions, attendance monitoring, or refunds.

Any conflict that cannot be avoided must be disclosed and managed in line with EI direction.

## 11. Use of EI Resources, ICT and Social Media

Staff must:

- use EI resources for authorised business purposes
- not access, download or share inappropriate, offensive or illegal material
- not post content that could identify students or disclose confidential EI information
- not engage in online behaviour that harasses, bullies, discriminates or vilifies others
- follow EI branding and communication requirements.

## 12. Reporting Concerns and Protections from Victimisation

Staff must report to the CEO or General Manager concerns including:

- serious misconduct
- safety risks and incidents
- suspected fraud or integrity issues
- harassment, discrimination, racism, antisemitism, or sexual harassment/assault.

EI prohibits victimisation. Staff must not retaliate against anyone who raises concerns in good faith or participates in an investigation.

## 13. Breach Management Procedure (Disciplinary Process)

EI will manage alleged breaches fairly and in line with procedural fairness.

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<b>A. Informal action (minor issues)</b>	<ul style="list-style-type: none"><li>• manager discusses expectations and required improvements</li><li>• coaching/training or support may be provided</li><li>• discussion may be documented</li></ul>
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<b>B. Formal investigation (repeated, serious, or integrity-related issues)</b>	<ul style="list-style-type: none"> <li>• allegations are documented</li> <li>• staff member is informed and given an opportunity to respond</li> <li>• staff member may bring a support person to meetings</li> <li>• EI may implement interim controls (including stand-down from training/assessment duties) where risk exists</li> <li>• outcomes are documented.</li> </ul>
<b>C. Outcomes (depending on seriousness)</b>	<p>May include:</p> <ul style="list-style-type: none"> <li>• Counselling or coaching</li> <li>• performance improvement plan</li> <li>• formal warning(s)</li> <li>• reassignment of duties</li> <li>• suspension or termination of engagement (consistent with contractual and legal obligations)</li> <li>• referral to external authorities where unlawful conduct is suspected.</li> </ul>

Responsibility: CEO or General Manager, with HR support.

## 14. Applicable Legislation and Standards (non-exhaustive)

### Commonwealth

- Fair Work Act 2009
- National Vocational Education and Training Regulator Act 2011
- 2025 Standards for Registered Training Organisations (RTOs) and associated instruments
- Privacy Act 1988
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992 (and Disability Standards for Education 2005)
- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Copyright Act 1968

### Victoria

- Equal Opportunity Act 2010 (Vic)
- Racial and Religious Tolerance Act 2001 (Vic)
- Occupational Health and Safety Act 2004 (Vic)
- Information Privacy Act 2000 (Vic)
- Working with Children Act 2005 (Vic) (where applicable)

## 15. Related Policies and Procedures

This Code should be read alongside EI policies, including:

- Complaints and Appeals Policy & Procedure
- Diversity, Equality and Inclusion Policy & Procedure
- Training and Assessment Policy & Procedure
- Student Support Policy & Procedure

- Student Code of Conduct Policy & Procedure
- Privacy Policy & Procedure
- Training and Assessment Policy & Procedure
- Critical Incident Policy & Procedure

## 16. Document Control

<b>Document Name:</b>	Staff Code of Conduct Policy & Procedure
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