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1. Purpose

The purpose of this Code is to clearly describe the standards of behaviour expected of all students of Everest Institute of Education (EI). This Code supports a safe, inclusive and respectful learning environment that is free from bullying, harassment, discrimination, racism, religious vilification and hate conduct (including antisemitism), and supports student wellbeing and success.

EI is committed to:

- fostering an inclusive learning environment for all students, and
- fostering a culturally safe learning environment for First Nations peoples (Aboriginal and Torres Strait Islander peoples).

2. Scope

This Code applies to all EI students (domestic and international) and covers conduct:

- on EI premises and facilities
- during face-to-face classes, workshops, assessment activities and simulations
- during online learning, student portals, virtual classrooms, email and online forums
- during work placement/work-integrated learning or training delivered with third parties (where applicable)
- at EI events, excursions, or any activity connected to EI
- when representing EI (including on social media where the conduct impacts EI students, staff, operations or reputation).

3. Policy Statement and Principles

EI expects all students to behave in a way that:

- treats others with dignity, courtesy and respect
- supports a safe and healthy learning environment
- respects diversity, including cultural and linguistic diversity, disability, sex, gender identity, sexual orientation, age, religion and ethnicity
- supports cultural safety for First Nations peoples
- protects privacy and confidentiality
- upholds academic integrity and the integrity of assessment outcomes
- complies with EI policies and lawful and reasonable directions of EI staff.

EI will respond to misconduct fairly, consistently, and in line with procedural fairness (natural justice), including the right to be heard, to respond, and to have a support person present.

4. Definitions

For the purposes of this Code:

Bullying: Repeated unreasonable behaviour towards a person that creates a risk to health and safety (including online bullying).

Harassment: Unwelcome behaviour that a reasonable person would expect to offend, humiliate or intimidate (including sexual harassment).

Discrimination: Unfair or less favourable treatment based on a personal attribute protected by law (e.g., race, disability, sex, age, religion).

Victimisation: Treating someone unfairly because they made, or intend to make, a complaint or supported a complaint.

Racism: Prejudice, discrimination or antagonism directed against someone because of their race, ethnicity, nationality or cultural background.

Religious vilification / hate conduct: Behaviour that incites hatred, serious contempt, revulsion or severe ridicule of a person or group based on race or religion, or otherwise targets them with hatred.

Antisemitism: Prejudice, discrimination, hostility or violence towards Jewish people as Jewish, including stereotypes, slurs, hate speech, harassment, exclusion, threats, or denial of Jewish identity or safety. Antisemitism may be expressed as religious or racial hatred.

Islamophobia: Prejudice, discrimination, hostility or violence towards Muslim people (or those perceived as Muslim).

First Nations peoples: Aboriginal and Torres Strait Islander peoples.

Cultural safety: An environment that is spiritually, socially and emotionally safe, where there is no assault, challenge or denial of a person's identity, and where cultural needs are respected.

Academic integrity: Honest and responsible completion of assessment and learning, including proper acknowledgement of sources and compliance with assessment rules.

Contract cheating: Outsourcing assessment work to another person or service (paid or unpaid) or purchasing assignments.

Serious misconduct: Conduct that is severe, unlawful, or creates immediate or significant risk to others or EI operations (e.g., violence, threats, sexual harassment/assault, hate speech/vilification, bringing a weapon, serious safety breaches, serious cheating/fraud).

5. Students' Rights

All students have the right to:

- be treated fairly, respectfully and without discrimination by EI staff and other students

- learn in a supportive environment free from bullying, harassment, discrimination, racism, religious vilification and hate conduct (including antisemitism)
- a culturally safe learning environment for First Nations peoples
- reasonable flexibility to meet cultural obligations (where practicable and where it does not compromise training/assessment requirements)
- learn in a healthy and safe environment where risks are minimised
- access training, assessment and support services that meet their needs, including reasonable adjustments where appropriate
- receive clear, accurate and current information about their course, training, assessment and any relevant support services
- have their personal information handled in accordance with Ei's Privacy obligations
- raise concerns, provide feedback, and have complaints/appeals handled fairly, promptly, confidentially (where possible) and without victimisation
- access an internal appeal process and, where applicable, an external review option as outlined in Ei's Complaints and Appeals Policy
- be informed of outcomes of any misconduct process that affects them (where appropriate and lawful).

6. Students' Responsibilities

All students are expected to:

6.1 Respect and behaviour

- treat all people with courtesy, fairness and respect
- respect diversity of backgrounds, cultures, religions and identities
- contribute to a culturally safe environment for First Nations peoples
- follow lawful and reasonable directions from EI staff
- use respectful language and behaviour in person and online

6.2 Safety and Wellbeing

- follow Ei's Work Health and Safety (WHS) requirements and instructions
- report hazards, incidents or safety concerns as soon as possible
- not bring weapons, prohibited items, or anything that may endanger others to training premises or activities
- not attend training or placement under the influence of alcohol or illegal drugs.

6.3 Learning and Integrity

- participate actively and professionally in training and assessment
- complete assessments honestly, without plagiarism, collusion, fabrication or contract cheating
- comply with assessment rules regarding the use of AI tools (see Section 8)
- respect EI resources and property and the property of others.

6.4 Administration and Visa Obligations

- provide accurate information to EI and notify EI promptly of changes to contact details
- meet attendance/participation expectations where applicable and communicate absences as required
- meet fee/payment obligations as agreed (where relevant)
- international students: comply with student visa conditions and ESOS-related obligations and Ei's international student requirements.

7. Unacceptable Conduct (examples)

7.1 Discrimination, Harassment and Hate Conduct

- bullying, harassment, discrimination, victimisation
- racism, religious vilification, hate speech or hate conduct

- antisemitism (e.g., slurs, stereotypes, threats, targeting Jewish students/staff, denial or intimidation of Jewish identity or safety)
- Islamophobia or other religious hatred
- sexist, homophobic, transphobic, ableist or otherwise demeaning behaviour
- sexual harassment, sexual assault, stalking, intimidation or coercion.

7.2 Safety and Disruption

- violence, threats of violence, or aggressive/abusive behaviour
- bringing weapons or dangerous items to any EI activity
- reckless behaviour that creates safety risks
- disrupting classes, assessment, online forums or EI operations (including repeated refusal to follow reasonable directions).

7.3 Integrity Breaches

- cheating in assessment or exams, contract cheating, impersonation, falsifying documents, bribery or attempted bribery
- unauthorised access to EI systems or data.

7.4 Privacy and Respect

- recording (audio/video) or photographing others without permission where it affects privacy, safety, cultural safety or wellbeing
- sharing private information about others without consent
- damaging property or theft.

7.5 Drugs/alcohol

- attending training/placement or EI activities under the influence of alcohol or illegal drugs
- supplying illegal drugs.

8. Academic Integrity and Assessment Conduct (including AI)

Students must complete assessment tasks honestly and in line with assessment instructions.

8.1 Plagiarism and contract cheating are prohibited, including:

- submitting work done by another person
- paying or asking someone to do assessment work
- copying from other students or online sources without acknowledgement
- using translation/paraphrasing/AI tools to disguise copied work.

8.2 Use of AI tools (e.g., generative AI)

- AI may only be used where the trainer/assessor has explicitly allowed it for that assessment task.
- Where AI is permitted, students must follow the instructions provided (including any requirement to acknowledge/disclose use).
- Where AI is not permitted, using AI-generated content (in whole or in part) is an academic integrity breach.

EI may apply assessment integrity processes, including reassessment, invalidating submissions, or disciplinary action for serious or repeated breaches.

9. Safety, Wellbeing and Respectful Learning Environment

EI supports student wellbeing and a respectful environment. Students are encouraged to:

- seek support early if experiencing distress, safety concerns, discrimination or harassment
- speak to their Trainer/Assessor, Student Support Officer, or Administration.

EI may provide reasonable adjustments and training support where appropriate, consistent with training product requirements.

10. Privacy, Confidentiality, Technology and Recording

Students must:

- respect privacy and confidentiality of other students, staff and EI information
- use EI systems and online platforms responsibly and lawfully
- not share login details, impersonate others, or access unauthorised information
- not record classes or assessments, or share recordings/materials, unless permission has been granted by EI and all affected persons (and it is culturally safe to do so).

11. Reporting Concerns and Accessing Support

Students can report concerns relating to misconduct, safety or wellbeing via:

- Trainer/Assessor
- Student Support / Administration
- Complaints and Appeals channels (see EI Complaints and Appeals Policy).

EI will take reports seriously and respond in line with procedural fairness and confidentiality requirements. Victimisation is prohibited.

12. Breach Management Procedure (Misconduct Process)

EI uses a staged approach, except where serious misconduct requires immediate action.

A. Early intervention / informal management (for minor issues)	<ul style="list-style-type: none"> i. EI staff discuss the issue with the student and clarify expectations. ii. Support options may be offered (e.g., wellbeing support, learning support). iii. The discussion and any agreed actions may be documented.
B. Formal management (repeated or more serious issues)	<ul style="list-style-type: none"> i. The student is invited to a formal meeting (may bring a support person). ii. EI explains the concerns/allegations and provides the student a chance to respond. iii. EI may issue a written warning and/or Behaviour Management Plan outlining: <ul style="list-style-type: none"> • required behaviour changes • timelines and review points • consequences if the behaviour continues. iv. Outcomes are documented and placed on the student file.
C. Serious misconduct or immediate risk	<p>EI may:</p> <ul style="list-style-type: none"> • direct the student to leave the premises/class immediately • suspend the student while an investigation occurs • implement safety controls (including contacting emergency services where required).
D. Suspension or cancellation of enrolment	<p>If misconduct persists after warnings, or in cases of serious misconduct, EI may suspend or cancel enrolment.</p> <ul style="list-style-type: none"> • EI will issue written notice of intention to suspend/cancel, reasons, and appeal options.

- The student will be provided access to Ei's Complaints and Appeals process.
- For international students, enrolment status and reporting will be managed in line with ESOS requirements, and suspension/cancellation may impact visa status.
- EI will not finalise a suspension/cancellation outcome while an internal appeal is underway.

E. Records

EI will document:

- allegations/concerns
- meetings, evidence considered, and student responses
- decisions and reasons
- actions taken and communications.

13. Related Policies and Procedures

This Code should be read alongside EI policies, including:

- Complaints and Appeals Policy & Procedure
- Diversity, Equality and Inclusion Policy & Procedure
- Student Support Policy & Procedure
- Privacy Policy
- Training and Assessment Policy & Procedure
- Critical Incident Policy & Procedure
- Deferral, Suspension and Cancellation Policy (including international student requirements).

14. Applicable Legislation and Standards (non-exhaustive)

14.1 Commonwealth

- National Vocational Education and Training Regulator Act 2011
- 2025 Standards for Registered Training Organisations (RTOs) and associated instruments
- Education Services for Overseas Students Act 2000 (for international students) and associated legislative requirements
- Privacy Act 1988
- Copyright Act 1968
- 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
- Student Identifiers Act 2014

14.2 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)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)

15. Document Control

Document Name:	Student Code of Conduct Policy & Procedure
Version:	3.0
Quality Area:	Students and Clients
Author:	Everest Institute
Status:	Active
Approved By:	CEO
Approval Date:	Jan 2026
Standards:	NVR Outcome Standards 2025, VET Student Support