

Bendigo Kangan Institute

Student Complex Conduct Assessment and Management Procedure

1.0 Purpose

Bendigo Kangan Institute (BKI) is committed to fostering a safe, respectful, inclusive and supportive learning environment for all students, staff and community members.

This procedure outlines the framework for assessing, responding to and managing complex student behaviour, conduct and wellbeing concerns where there may be significant risks to the safety, wellbeing or educational engagement of the student and/or the broader BKI community. This includes situations involving complex behavioural presentations, significant mental health or wellbeing concerns, threatening or concerning behaviours, serious breaches of the Student Charter or Student Code of Conduct, or circumstances requiring coordinated risk assessment and intervention.

This procedure aligns with the BKI Student Charter and Student Code of Conduct Procedure and supports a trauma-informed, student-centred and procedurally fair approach to managing complex and intersecting conduct, safety and wellbeing matters.

BKI is committed to balancing student wellbeing, educational access and safety considerations while ensuring appropriate assessment, coordinated intervention, risk management and support for all parties involved.

2.0 Scope

This Procedure applies to all BKI students across all campuses, training sites, online learning environments, work placement and any activity connected to their enrolment or participation at BKI. The Procedure applies to all modes of study including on-campus, online, blended delivery, apprenticeships, traineeships and workplace-based training. This Procedure also applies to student behaviour and conduct in all forms of communication and interaction connected to study or representing BKI, including in person, written, and digital online conduct.

3.0 Legislative and Regulatory References

- Children, Youth and Families Act 2005
- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007
- Child Wellbeing and Safety Act 2005
- Charter of Human Rights and Responsibilities Act 2006

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Doc Custodian: Head of Student Support and Success

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- Privacy and Data Protection Act 2014
- Disability Discrimination Act 1992
- Equal Opportunity Act 2010
- Health Records Act 2001

4.0 Procedural Steps

No.	Phases and steps	Name of role who actions
4.1	Identifying and Reporting Complex Concerns	

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4.1.1	<p>Any staff member, student or member of the BKI community may report concerns relating to serious, high-risk or complex student behaviour, wellbeing or conduct matters to Safer Community.</p> <p>This procedure applies to matters assessed under the Student Code of Conduct Procedure and Student Code of Conduct Behaviour Matrix as requiring escalation due to the level of risk, complexity, impact or safety concerns identified.</p> <p>Complex matters may include situations where:</p> <ul style="list-style-type: none"> • there is a significant actual or potential risk to the safety or wellbeing of the student or others • behaviours are persistent, escalating or significantly impacting the learning environment or broader BKI community • there are intersecting conduct, mental health, disability, trauma, wellbeing or psychosocial concerns • there are threats, aggression, violence, stalking or concerning behaviours • there are allegations of sexual harm, family violence, harassment or discrimination • the matter requires coordinated risk assessment, safety planning or multi-disciplinary intervention • external agencies, emergency services or statutory reporting obligations are involved, or • the matter has been categorised as high-risk or complex under the Student Code of Conduct Behaviour Response Matrix (Section 5.0). <p>Examples of matters that may require referral to Safer Community include, but are not limited to:</p> <ul style="list-style-type: none"> • bullying, harassment or discrimination • aggression, threats or violence • stalking or concerning fixation behaviours • sexual violence or sexual harm • family violence disclosures • serious or escalating behavioural concerns • complex mental health presentations where there are safety concerns • behaviours involving significant disruption, intimidation or risk to others, and 	All BKI Community
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No.	Phases and steps	Name of role who actions
	<ul style="list-style-type: none">behaviours that may require urgent intervention, investigation, risk management or referral to the Student Misconduct Panel.	

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4.1.2	<p>Emergency Response</p> <p>Where there is an immediate risk to the safety, health or wellbeing of a student, staff member or the broader BKI community, emergency services must be contacted immediately by calling 000. Staff must then notify BKI Security and follow relevant BKI Emergency and Incident Management procedures.</p> <p>Examples of emergency situations may include, but are not limited to:</p> <ul style="list-style-type: none"> • immediate threats or acts of violence or aggression • serious self-harm or suicide risk concerns • medical emergencies or significant mental health crises • threats involving weapons or dangerous behaviour • sexual assault or serious safety incidents • fire, evacuation or critical incidents, or • situations where there is an immediate risk of harm to any person. <p>Following the immediate emergency response:</p> <ul style="list-style-type: none"> • Safer Community must be notified as soon as practicable • an incident report must be completed in SafetyFactors EH&S Success Factors • interim safety measures and risk management strategies may be implemented, and • appropriate wellbeing, child safety, Student Wellbeing and Engagement and/or Access and Equity supports may be engaged where required. <p>All emergency responses will prioritise immediate safety, coordinated communication, procedural fairness and ongoing support for impacted students, staff and community members.</p>	<p>All Staff</p> <p>Safer Community</p>

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No.	Phases and steps	Name of role who actions
4.2	Intake, Screening and Assessment	
4.2.1	<p>All referrals received under this Procedure will be reviewed by the Safer Community Team and assessed in alignment with the Student Code of Conduct Procedure and Student Code of Conduct Behaviour Matrix to determine the level of risk, complexity, urgency and appropriate response pathway.</p> <p>This preliminary assessment includes gathering relevant contextual and background information from key stakeholders, which may include Educational Delivery, Security, Access and Equity, Student Wellbeing and Engagement, People and Culture and external services where appropriate. The purpose of this review is to:</p> <ul style="list-style-type: none"> • clarify the nature and seriousness of the concern • identify any immediate or ongoing safety risks • review previous behaviour concerns, interventions or supports • identify wellbeing, disability, access or vulnerability considerations, and • determine whether the matter is appropriate for local management under the Student Code of Conduct Procedure or requires escalation under this Procedure. <p>Where concerns involve a student under the age of 18, the matter will also be managed in accordance with the Child Safety Policy and Procedure in consultation with Safer Community.</p>	Safer Community

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No.	Phases and steps	Name of role who actions
4.2.2	<p>Using a suite of structured and evidence-informed assessment tools, the Safer Community Team will undertake a screening and risk assessment process to determine the level of risk, complexity and intervention required.</p> <p>This screening and assessment process may include:</p> <ul style="list-style-type: none"> • Quadrant of Aggression and Intrusion Concern (QuAIC) – to assess intent, persistence, fixation, escalation and targeted concerning behaviour • Triage Warning Signs Tool – to identify indicators such as mental health deterioration, withdrawal, escalation, fixation, inappropriate communications or behavioural changes • Function and Impact Review – to assess the impact of the behaviour on the student, learning environment, staff and broader BKI community • Consultation – engaging with relevant internal and external stakeholders to support a holistic and coordinated understanding of the matter • Protective and Vulnerability Assessment – identifying protective factors, support needs, disability or access considerations and existing interventions • Documentation and Risk Recording – recording findings, risk assessments, actions and recommendations within the Safer Community case management and risk tracking systems. <p>Assessment outcomes will determine:</p> <ul style="list-style-type: none"> • whether the matter can continue to be managed locally under the Student Code of Conduct Procedure • whether additional wellbeing, disability, access or safety supports are required • whether interim safety measures are required 	(specific role name)

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No.	Phases and steps	Name of role who actions
4.2.3	<p>If screening identifies a significant or escalating behavioural, wellbeing or safety risk to the student or others within the BKI community, the Safer Community Team will escalate the matter to the Head of Student Support and Success or Head, Governance Risk and Compliance (Co Chairs)</p> <p>A determination will then be made regarding whether a Student Safety Assessment Support Team (SSAST) meeting is required to coordinate a multidisciplinary assessment, intervention and risk management response.</p> <p>The purpose of the SSAST is to:</p> <ul style="list-style-type: none"> • coordinate a collaborative and trauma-informed response to complex student matters • assess and manage actual or potential risks to the student or broader BKI community • identify appropriate safety, wellbeing, educational and behavioural interventions • support ongoing student engagement and retention where appropriate, and • ensure coordinated communication, oversight and accountability across relevant stakeholders. • Briefing to Executive, including the CEO if required. 	<p>Safer Community</p> <p>Head Student Support and Success</p> <p>Governance, Risk and Assessment</p>

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4.3	Student Safety Assessment Support Team (SSAST)	
4.3.1	<p>Upon escalation, the Safer Community Team will coordinate the preparation of a comprehensive SSAST briefing pack that will include:</p> <ul style="list-style-type: none"> • A summary of the reported conduct of concern, including any behavioural patterns and any escalation. • Risk assessment outcomes from QuAIC, Triage Tools and other relevant screening processes. • Chronological record of prior incidents, interventions and outcomes. • Relevant student information (e.g. enrolment status, support plans, previous wellbeing flags). • Input from key stakeholders. <p>This information will be documented clearly and shared confidentially with SSAST members ahead of the meeting.</p>	Safer Community
4.3.2	<p>The Head of Student Support or Head Governance, Risk and Compliance (or delegate) will convene a SSAST meeting with relevant stakeholders within 24-48 hours of receiving the escalation. The meeting will include representatives from relevant areas such as:</p> <ul style="list-style-type: none"> • Safer Community • Student Wellbeing and Engagement • Access and Equity • Child Safety • Educational Delivery • People and Culture • Health and Safety • Governance, Risk and Compliance • Security <p>Meetings will be documented confidentiality with a focus on coordinated risk management and stored in the Safer Community Client Management System (CMS).</p>	<p>Safer Community</p> <p>Head, Student Support and Success</p> <p>Head, Governance, Risk and Compliance</p>

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No.	Phases and steps	Name of role who actions
4.3.3	<p>SSAST Meeting – Deliberation and Risk Response Planning During the meeting, the Safer Community Team, will lead the presentation of the case briefing.</p> <p>SSAST members will collectively:</p> <ul style="list-style-type: none"> • Identify the level of risk to the student, BKI employees, other students or the broader community. • Determine the need for further information or assessment. • Consider appropriate interventions or mitigations, including: <ol style="list-style-type: none"> a) Requesting the student undergo a medical, behavioural or psychological assessment but persons specified by BKI. b) Request persons with specialist knowledge of the state of health or disability of the student to report to or consult with SSAST c) Seeking information from the impacted parties of the conduct to understand the impact of the behaviour d) Consult with and seek a response from the student directly 	<p>SSAST</p> <p>Safer Community</p>

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No.	Phases and steps	Name of role who actions
4.3.4	<p>Interim Safety Planning</p> <p>Where immediate action is required to manage identified risks to the student or broader community SSAST may implement an interim safety plan pending further assessment, review or formal outcome determination.</p> <p>Interim safety measures may include:</p> <ul style="list-style-type: none"> • Temporary suspension or withdrawal of student from studies • Adjustments to the students learning environment or mode of participation • Campus access and restrictions, conditions or modifications • Safety alerts and need to know communication to relevant staff to support risk management and coordinated responses. • Engagement with internal and/or external agencies for monitoring, intervention and support. • Notification to Health, Safety and Wellbeing where student behaviour creates actual or foreseeable OHS risks; including psychosocial hazards, occupational violence or broader campus safety. This enables an appropriate risk assessment, incident monitoring and wellbeing follow-up with any impacted parties. <p>Interim safety plans will be documented in the Safer Community Case Management system and reviewed regularly to ensure measures remain proportionate, reasonable and responsive to current risk. Unless otherwise determined by SSAST due to elevated risk, interim safety plans will be reviewed at least every 10 business days or earlier where new information becomes available or circumstances change.</p> <p>Any decision to implement an exclusion from studies, including as an interim measure, requires approval from the CEO.</p>	<p>SSAST</p> <p>Safer Community</p> <p>CEO</p>

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No.	Phases and steps	Name of role who actions
4.3.5	<p>Procedure if Student is under 18</p> <p>Where the student is under 18 years of age the Child Safety Policy and Procedure will guide the response.</p> <p>In addition, the following actions will occur:</p> <ul style="list-style-type: none"> • Parents or legal guardian must be informed of the concern and any resulting action, in line with privacy and duty of care obligations. • Consultation with Child Safety Practice Lead is mandatory. • A Child Safety Critical Incident Report and risk assessment should be completed as part of the SSAST briefing by Safer Community and Child Safety. <p>Where possible, any engagement with the student must be conducted with a guardian or trusted adult present.</p> <p>All client records must clearly note the students age and detail consent processes used in any engagement.</p>	<p>SSAST</p> <p>Safer Community</p> <p>Child Safety Practice Lead</p>
4.4	<p>Outcomes and Recommendations</p>	
4.4.1	<p>Following consideration of all the available information and evidence the Chair of SSAST (Head of Student Support and Success or Head Governance, Risk and Compliance) will formalise the team’s formal recommendations.</p> <p>The recommendations will be documented in a briefing paper and submitted to the CEO as the relevant decision maker.</p> <p>All recommendations must assessed against the matrix, be evidence informed, clearly justified with references to policy and risk, time-bound and reviewable and have a focus on restorative and educative outcomes depending upon the level of risk.</p>	<p>Head Student Support and Success</p> <p>Head Governance, Risk and Compliance</p> <p>CEO</p>

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No.	Phases and steps	Name of role who actions
4.4.2	<p>Recommendations from SSAST may include but not limited to:</p> <ul style="list-style-type: none"> a) Prohibition from BKI activities – the student may be temporarily or permanently restricted from attending BKI related activities (e.g. excursions, events, classes) where safety concerns are present. b) Adjustments to participation: modifications may be made to student classes, student placement, delivery model or physical location to minimise disruption and support risk mitigation. c) No contact directions: The student may be formally directed to avoid contact (in person and online) with another student, staff member or group, with clear communication of consequences if breached. d) Conditions on enrolment: restrictions may be applied such as a requirement to engage in behavioural support, complete counselling or transfer to online learning where risk can be better managed. e) Referral to external authorities: where appropriate, matters may be referred to external agencies for intervention and support, including Crisis Assessment and Treatment Team (CATT) Victoria Police, eSafety Commissioner, Child Protection. f) Wellbeing or behavioural support intervention: The student may be required to engage in target support (e.g. therapeutic counselling, conflict resolution, respectful behaviour education or safety planning). g) Support Planning for impacted individuals: where another student or staff member has been impacted, TAMT may recommend specific wellbeing follow up, academic adjustments or safety planning. h) Referral to Misconduct Panel: If the concern meets the threshold for formal student misconduct under the Student Code of Conduct Policy it will be referred to the Student Misconduct Panel. 	<p>SSAST</p> <p>Head Student Support and Success</p> <p>Head Governance, Risk and Compliance</p> <p>Registrar</p>

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4.5	Support and Communication	
4.5.1	<p>Following the SSAST recommendation and endorsement from CEO, the student must be formally notified in writing of:</p> <ul style="list-style-type: none">• The outcome and rationale behind the decision• Any conditions or restrictions applied to their enrolment or campus access• Their right to respond or appeal (if applicable)• Available support options to assist their wellbeing and continued engagement. <p>Communication should be clear and respectful and tailored to the student's communication needs (including cultural or disability considerations). Where possible, the outcome should be communicated in person to the student by Safer Community, with written communication via email to follow</p>	Safer Community

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No.	Phases and steps	Name of role who actions
4.5.2	<p>Provision of Support</p> <p>In line with trauma-informed and inclusive practices, student subjected to a SSAST process (impacted student and responding student) should be offered support including but not limited to:</p> <ul style="list-style-type: none"> • Wellbeing Support: referral to internal services (e.g., Student Counselling, Safer Community), external crisis or risk related referrals where needed, (e.g. mental health triage), Family Violence specialist service. • Learning Adjustments: support from educational delivery staff to implement reasonable adjustments (e.g. alternative assessment, extensions and flexible deadlines). • Leave from Study: Where appropriate students may be supported to take a voluntary or supported leave of absence, allowing time for treatment, stability or safety planning. <p>The student should be clearly informed of re-engagement procedures and available support during leave, as per the Student Code of Conduct Procedure.</p>	<p>Safer Community</p> <p>Student Wellbeing and Engagement</p> <p>Access and Equity</p> <p>Education Delivery</p> <p>Enquires and Admissions</p> <p>Student Academic Records</p>

5.0 Roles and Responsibilities

Role	Responsibilities
Safer Communities Team	Act as the central intake and triage point for all complex conduct and behavioural concerns. Conduct initial risk screening (e.g QuAIC, Triage Tool) and coordinate case documentation. Lead the preparation and briefing for SSAST meetings. Provide specialist advice on threat and behavioural risk management. Ensure timely communication and collaboration with stakeholders. Implement safety plans and track actions following SSAST.

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Role	Responsibilities
Head of Student Support and Success	Chair the SSAST process and ensure alignment with policy, legal and risk requirements. Approve or escalate decisions and recommendations from SSAST. Ensure appropriate governance, procedure fairness and documentation across all cases. Act as primary liaison with executive leadership for high risk and sensitive cases. Sign off formal communications and decisions provided to students.
Support Safety Assessment Support Team (SSAST)	Participate in multidisciplinary review and planning for high-risk student conduct matters. Provide expert input from their respective areas. Collaboratively determine recommendations and risk mitigation strategies. Monitor implementation of assigned actions and review outcomes.
Education Delivery	Provide insight into behavioural impacts within the learning environment. Contribute to case assessments but sharing history, incidents and classroom observations. Implement adjustments to teaching, placement or participation conditions as required, Support safety plans with the learning setting in coordination with Safer Community.
Student Support and Wellbeing	Provide counselling and mental health support where appropriate. Lead or contribute to safety planning and student engagement strategies. Offer guidance on adjustments, leave options or referrals. Assist students with navigating formal processes (e.g. misconduct). Ensure wellbeing supports remain accessible during and after the SSAST processes.
Child Safety Practice Lead	Ensure any case involving a student under 18 is managed as per the Child Safety Policies and Procedures. Participate in SSAST to provide specialist advice. Coordinate referrals to child protection. Ensure records reflect parental/guardian communication and consent processes. Delivery guidance on reporting thresholds and legislative obligations.
Health, Safety and Wellbeing	Provide expert advice on physical and psychological safety risks and controls (e.g. hazards, threats of violence). Conduct environmental risk assessment when needed. Support development and implementation of staff safety plans and support. Ensure alignment with Occupational Health and Safety obligations.

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Role	Responsibilities
Security	Support enforcement of access restrictions, safe escort or physical presence when required. Monitor and report concerning on campus behaviour. Respond to high-risk incidents and liaise with Safer Community and Police if needed. Maintain incident logs and evidence (e.g. CCTV footage) relevant to investigations.
Head Governance, Risk and Compliance	Co- Chair the SSAST process and ensure alignment with policy, legal and risk requirements. Provide oversight on procedural integrity, fairness and legal compliance. Ensure that SSAST and procedures align with BKI policies and regulatory frameworks. Advise on escalation pathways for legal, reputational or systemic risk. Review documentation and decision-making processes for audit readiness. Participate in briefings for complex or high-profile cases.

6.0 Definitions

Word/Term	Definition
Serious medical condition	An illness or health condition, including chronic illness, mental health condition or disability which adversely impacts on a student's capacity to successfully progress in or benefit from their course or results in behaviour that could reasonably be expected to cause: <ol style="list-style-type: none"> physical psychological injury to the student concerned or any other person; unacceptable behaviour that significantly impacts any member or visitor of the BKI community or during activities associated with BKI.; serious emotional disturbance; serious disruption to academic or other activities; serious damage to property
Complex Conduct	Behaviour by a student that is persistent, high risk or significantly disruptive in nature and requires coordinated intervention across multiple BKI teams or external agencies. This may include behaviours links to trauma, mental health or risk to self or others.
Threat Assessment	A structured process to evaluate the nature, severity and immediacy or risk posed by an individual and determined the appropriate management and support strategies to ensure safety and wellbeing.

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Word/Term	Definition
Student Safety Assessment Support Team	A multidisciplinary team responsible for reviewing complex or high-risk student cases, coordination interventions and making recommendations to mitigate harm and support safe student engagement.
Interim Safety Plan	A short-term plan that outlines temporary adjustments or actions to reduce risk while a matter is being assessed and managed.
Student of Concern	A student whose behaviour raises concerns about potential harm to themselves, others or the learning environment and who may require additional support, monitoring or intervention.
Impacted student or staff member	Any student or staff member who has experienced or been affected by the conduct or behaviour of another student. This may include direct harm (e.g. threat, harassment, assault), secondary trauma (e.g. witnessing an incident) or disruption to their safety, wellbeing or ability to engage in teaching or learning.
Support Adjustments	Any academic, wellbeing or administrative modifications made to enable a student to engage in safety and effectively with their studies. This may include flexible learning options, counselling support or case coordination.
Child Safety Risk	Any concern involving a student under the age of 18 that may relate to abuse, neglect exploitation or harm requiring action under the BKI Child Safety Policy and Procedures and potentially mandatory reporting.
Misconduct Panel	A formal process for reviewing serious student conduct breaches under the BKI Student Code of Conduct, which may result in sanctions including suspension, exclusion or conditional enrolment.
External Referral	The process of involving third party agencies, e.g. Victoria Police, Child Protection, eSafety Commissioner, Mental Health Services, to address risk that extend beyond BKIs scope or authority.

7.0 Related Documents

Document Name
Child Safety Policy and Procedure

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Document Name
Drug and Alcohol Procedure
Feedback (Compliments and Complaints) Policy and Procedure
Health, Safety and Wellbeing Policy
Human Rights Policy
Information Technology Usage Policy (Students)
Prevention of potentially harmful behaviours Policy
Privacy and Freedom of Information Policy
Reportable Conduct Investigation Procedure
Social Media Policy
Student Charter
Student Critical incident Procedure

8.0 Version Control and Change History

Ver.	Issue Date	Document Custodian	Description of Change	Approval Authority
1.0	28/05/2026	Head, Student Support and Success	Development of new procedure	Chief Customer Experience and Technology Officer

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9.0 Document Custodian and Approval Authority

Document Custodian	Approval Authority	Approval Date	Scheduled Review Date
Head, Student Support and Success	Chief Customer Experience and Technology Officer	28/05/2026	28/05/2028

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