

DISCRIMINATION AND HARASSMENT POLICY

1. Purpose

- 1.1 This document applies to the **Innovative Institute of Australia**, its courses, its clients (students), and its controlled entities (collectively, "IIA", "Institute", "the Institute", "we", "us", "our"), and to students.
- 1.2 The purpose of this policy is to
- i. Provide a safe, respectful, and inclusive environment free from discrimination, harassment, and bullying.
 - ii. Ensure incidents of discrimination and harassment are addressed quickly and transparently in a sensitive, fair and confidential manner.
 - iii. Guarantee protection from any victimisation or reprisals.
 - iv. Encourage the reporting of behaviour that breaches this Discrimination and Harassment Policy.
- 1.3 This policy is implemented in compliance with the requirements of the Education Services for Overseas Students Act 2000 (the ESOS Act), the Standards for Registered Training Organisations (2025), and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018).
- 1.4 In this file, words that import gender include all other genders; the singular 'they' is gender-neutral and used to avoid specifying a person's gender; words in the singular number include the plural and vice versa.
- 1.5 This policy does not affect students' rights under the Australian Consumer Law.
- 1.6 The Institute reserves the right to amend these terms and conditions at any time.
- 1.7 This policy does not affect students' rights under the *Australian Consumer Law*.

2. Definitions

- 2.1 Discrimination: Unfair treatment of a person based on characteristics such as race, gender, age, sexual orientation, disability, religion, culture, marital status, or any other characteristic protected by law.
- 2.2 Direct Discrimination: Treating someone unfairly due to their personal characteristics.
- 2.3 Indirect Discrimination: Imposing a rule, requirement, or practice that appears neutral but disproportionately affects people with certain characteristics.
- 2.4 Harassment: Harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their race, colour, national or ethnic origin, sex, disability, sexual preference, or some other characteristic specified under anti-discrimination or human rights legislation. It can also happen if someone is working in a 'hostile' or intimidating environment. This includes:
- i. Sexual Harassment: Unwelcome sexual advances, requests for sexual favours, or other conduct of a sexual nature that creates a hostile environment.
 - ii. Racial Harassment: Behaviour that belittles or humiliates an individual based on their race, colour, nationality, or ethnic origin.
 - iii. Bullying: Repeated, unreasonable behaviour directed towards an individual or group that creates a risk to health and safety.
- 2.5 An education agent refers to an entity (in or outside Australia) that
- iv. Engages in any of the following activities in relation to a provider:
 - A. The recruitment of overseas students, or intending overseas students;
 - B. providing information, advice or assistance to overseas students, or intending overseas students, in relation to enrolment;
 - C. otherwise dealing with overseas students, or intending overseas students; and
 - v. is not a permanent full-time or part-time officer or employee of the Institute.
- 2.6 Agent Agreement refers to the agreement between the Institute and the agent,

including the schedules.

- 2.7 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.
- 2.8 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.9 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.10 Prospective student/applicant/client refers to a person who intends to become, or who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.
- 2.11 DHA refers to the Department of Home Affairs.
- 2.12 OSHC refers to the Overseas Student Health Cover.
- 2.13 eCoE refers to the electronic Confirmation of Enrolment.
- 2.14 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3. Policy

- 3.1 **Zero tolerance policy:** The Institute does not tolerate discrimination or harassment in any form. We are committed to fostering a respectful and inclusive environment where everyone is treated with dignity and fairness, regardless of personal characteristics. This commitment aligns with Australian anti-discrimination laws, including the Racial Discrimination Act 1975, the Sex Discrimination Act 1984, the Disability Discrimination Act 1992, and the Age Discrimination Act 2004.
- 3.2 All employees, contractors and students are made aware that discrimination and harassment will not be tolerated under any circumstances. If discrimination or harassment is found to have occurred, disciplinary action will be taken against any

employee or student who breaches this policy. Suspected criminal behaviour will be reported to the police authorities immediately.

3.3 By implementing this policy, the Institute strive to achieve the following objectives:

- i. Create a working and learning environment free from discrimination and harassment, where all employees and student clients are treated with dignity, courtesy, and respect.
- ii. Implement training and awareness-raising strategies to ensure that all parties know their rights and responsibilities.
- iii. Provide an effective complaints procedure in accordance with the principles of natural justice.
- iv. Treat all complaints in a sensitive, fair, timely and confidential manner.
- v. Guarantee protection from any victimisation or reprisals.
- vi. Promote a productive and cohesive workplace and classroom.
- vii. Encourage the reporting of behaviour which breaches this Discrimination and Harassment Policy; and
- viii. Promote appropriate standards of conduct at all times.

3.4 **Prohibited conduct:** Examples of behaviours prohibited under this policy include but are not limited to

- i. Offensive comments, jokes, or slurs.
- ii. Inappropriate or unwelcome physical contact.
- iii. Displaying offensive images or symbols.
- iv. Insulting or belittling someone's personal characteristics.
- v. Sexual advances or requests for sexual favours.
- vi. Retaliation against individuals who report or oppose harassment or discrimination.

3.5 **Consequences of discrimination and harassment:** Incidents of discrimination or harassment identified will be handled in accordance with the principles of natural justice. Criminal or unlawful behaviour that is proven will be reported to police authorities immediately and will result in immediate dismissal or cancellation of enrolment. Other behaviour that discriminates against or harasses another person will result in management actions that reflect the seriousness of the individual circumstances. These may include one or a combination of the following:

- i. Retraining (likely to occur in all circumstances)
- ii. Counselling
- iii. Apology
- iv. Conciliation/mediation
- v. Demotion
- vi. Transfer
- vii. Suspension with pay
- viii. Suspension without pay
- ix. Warning for dismissal with a probationary period
- x. Dismissal

3.6 In the case of contractors who discriminate against or harass another person, the service contract will be withdrawn immediately.

3.7 **Informal complaint:** Informal procedures emphasise resolution rather than factual proof or substantiation. Informal ways of dealing with discrimination and harassment can include the following actions:

- i. The complainant should seek advice on possible strategies from their trainer or Student Support Officer.
- ii. The complainant asks the Student Support Officer to speak to the alleged perpetrator on their behalf.

- iii. The complainant indicates a desire to sit down and discuss the matter with the respondent informally, and this seems appropriate in the circumstances.
- iv. The Student Support Officer privately conveys the individual's concerns and reiterates the organisation's policy to this person without assessing the merits of the case.
- v. The Student Support Officer organises a meeting between the complainant and respondent mediated by the Student Support Officer.
- vi. Together, the complainant and respondent may form the view that the complaint has arisen from a misunderstanding or miscommunication.
- vii. The Student Support Officer may also form the view that the behaviour being complained about is not serious and does not appear to constitute discrimination or harassment, as defined by this policy.
- viii. All parties agree on the circumstances and on the importance of taking personal responsibility for behaviour and always acting and communicating with respect for others.
- ix. The Student Support Officer is to record the details and outcomes of the meeting using the Confidential Meeting Record, to be securely retained, and to privately update the CEO on the handling and outcome.

3.8 Informal action is usually appropriate where:

- i. The allegations are of a less serious nature, but the individual subjected to the behaviour nonetheless wants it to cease.
- ii. The individual subjected to the behaviour wishes to pursue an informal resolution.
- iii. The parties are likely to have ongoing contact, and the complainant wishes to pursue an informal resolution to sustain the working relationship.

3.9 **Formal complaint:** When a formal complaint of discrimination or harassment is received, the Student Support Officer must first meet with the complainant to gather

essential information. During this initial meeting, the Student Support Officer will provide comprehensive information about the complaint process, including potential outcomes and available support options. The Student Support Officer will ensure the complainant understands their protections against victimisation and the confidential nature of the process. All allegations must be properly documented, either by the complainant or the Student Support Officer, and any supporting evidence or witness information should be collected. In cases where there is concern that evidence may be compromised, the Student Support Officer should prioritise gathering this information before proceeding. The CEO must be briefed on the progress of the complaint handling at all stages of the process. The CEO may decide to engage an external party to handle the matter.

- 3.10 **Response:** Following the initial documentation, the Student Support Officer must inform the respondent of the complaint made against them. The respondent should receive detailed information about the allegations and any supporting evidence, where applicable. They must be informed of their right to respond to the allegations, either in writing or through an interview. The respondent should also receive information about the complaint process, potential outcomes, and available support options. It is crucial to emphasise the confidential nature of the process and explicitly state that any form of victimisation against the complainant is unacceptable.
- 3.11 **Assess the facts.** The assessment begins once both parties have provided their statements. If the respondent acknowledges the alleged behaviour, the Student Support Officer must determine whether it constitutes discrimination or harassment as defined in this policy. Before finalising any decision, the respondent should have the opportunity to comment on proposed outcomes. In situations where the allegations are disputed, the Student Support Officer should seek additional evidence to determine what occurred, using the "more probable than not" standard. Given that discrimination and harassment often occur without witnesses or documentary evidence, the complainant should be given the opportunity to respond to the respondent's information and provide additional supporting evidence before a final decision is reached.

3.12 Resolution. Resolution varies depending on whether the complaint is substantiated.

In cases where allegations are proven, outcomes for the respondent may include disciplinary counselling, official warnings, mandatory training, formal apologies, or other disciplinary actions such as demotion, transfer, suspension, or dismissal. The complainant may receive supportive measures, such as re-crediting of leave taken, counselling support, or changes to the workplace environment. The complainant should be informed of the general outcome while maintaining appropriate privacy considerations for the respondent. In cases where allegations are not substantiated, the CEO might include refresher training for all staff or re-distribution of relevant policies. These actions should be implemented in a way that doesn't unfairly single out or punish the respondent when no policy breach has been established.

3.13 This formal complaint handling process emphasises maintaining confidentiality, ensuring fairness to all parties, and implementing appropriate remedial actions based on the assessment findings. The process should be conducted with sensitivity and professionalism, ensuring all parties are treated with respect throughout the proceedings. Formal procedures are usually appropriate where:

- i. Informal attempts at resolution have failed.
- ii. The person alleging discrimination or harassment has been victimised.
- iii. The complaint raises serious allegations of misconduct, and an informal resolution could compromise the parties' rights.
- iv. The allegations are denied, and the person who claims to have been discriminated against or harassed wishes to proceed, and an investigation is required to substantiate the complaint.
- v. The person alleging discrimination or harassment decides to make a formal complaint.

3.14 Determining appropriate actions: In determining the appropriate actions in response to an incident of discrimination or harassment, management will consider factors such as:

- i. The severity and frequency of the discrimination or harassment
 - ii. The weight of the evidence.
 - iii. The wishes of the person who was discriminated against or harassed.
 - iv. Whether there have been any prior incidents or warnings.
- 3.15 **Support person:** All parties may have a support person, advocate, or other representative accompany them to any interviews or meetings.
- 3.16 **Annual discrimination and harassment training:** In order to create a positive culture and a safe workplace free of discrimination and harassment, annual refresher training on preventing discrimination and harassment is to occur, emphasising the following key points:
- i. Understanding Discrimination and Harassment Law - Training on current legislation, organisational policies, and practical examples of what constitutes discrimination and harassment in various workplace situations.
 - ii. Unconscious Bias and Cultural Competency - Exploring how unconscious biases affect workplace decisions and interactions, combined with developing cultural awareness and sensitivity across different backgrounds.
 - iii. Professional Boundaries and Communication - Teaching appropriate workplace conduct, inclusive language use, and effective communication strategies across all platforms including digital channels.
 - iv. Bystander Intervention - Developing practical skills for staff to recognise concerning behaviours and safely intervene when witnessing potential discrimination or harassment.
 - v. Leadership Responsibilities - Skills for managers on creating inclusive environments, handling complaints appropriately, and ensuring fair treatment in recruitment and promotion decisions.
 - vi. Practical Scenario Training - Using real-world case studies and role-playing exercises to practice appropriate responses to discrimination and harassment

situations.

- vii. Mental Health and Wellbeing - Understanding the psychological impact of discrimination and harassment, promoting psychological safety, and knowing how to support affected staff members.
- viii. Documentation and Reporting - Teaching proper procedures for reporting incidents, maintaining confidentiality, and documenting workplace concerns appropriately.

3.17 Where to get more information or help

- i. Human Rights and Equal Opportunity Commission.
General enquiries: (02) 9284 9600.
Complaints Info line: 1300 656 419.
General enquiries and publications: 1300 369 711
Website: www.humanrights.gov.au
- ii. Victoria Equal Opportunity Commission
Telephone: (03) 9281 7111
Toll-free: 1800 134 142
Email: eoc@vicnet.net.au
Website: <http://www.humanrightscommission.vic.gov.au>

3.18 What is not discrimination or harassment?

- i. Workplace discrimination or harassment must not be confused with legitimate comment and advice (including relevant negative feedback) from supervisors, trainers, and assessors on an individual's or group's work performance or skills and knowledge development.
- ii. The process of providing feedback to staff during a formal performance appraisal or counselling students regarding their progress will not always be stress-free. Similarly, providing a student with feedback following an assessment can also be stressful. Supervisors, trainers and assessors should manage these processes with sensitivity, but they should not avoid their responsibility to provide full and frank

feedback.

- 3.19 Limitations of the procedure: These discrimination and harassment procedures have been established to maximise the possibility of in-house resolution. This procedure relates to the handling of complaints or allegations relating to discrimination or harassment. It does not relate to the handling of complaints about the Institute's services.

4. Procedure

Steps		Person/s responsible
5.1 Discrimination and Harassment – Informal complaint		
i.	Receive an informal complaint Trainers or supervisors who are approached by an individual regarding discriminatory or harassing behaviour should refer the person to the Student Support Officer who will meet with the complainant to:¹ – Support the complainant by reassuring them that they have taken appropriate action by seeking your assistance; – Listen, take them seriously, be sensitive and non-judgemental; – Inform them that no form of discrimination or harassment is acceptable, and they have a right to complain and have the offensive behaviour stopped; – Outline the organisation's policy and procedures;	Student Support Officer CEO

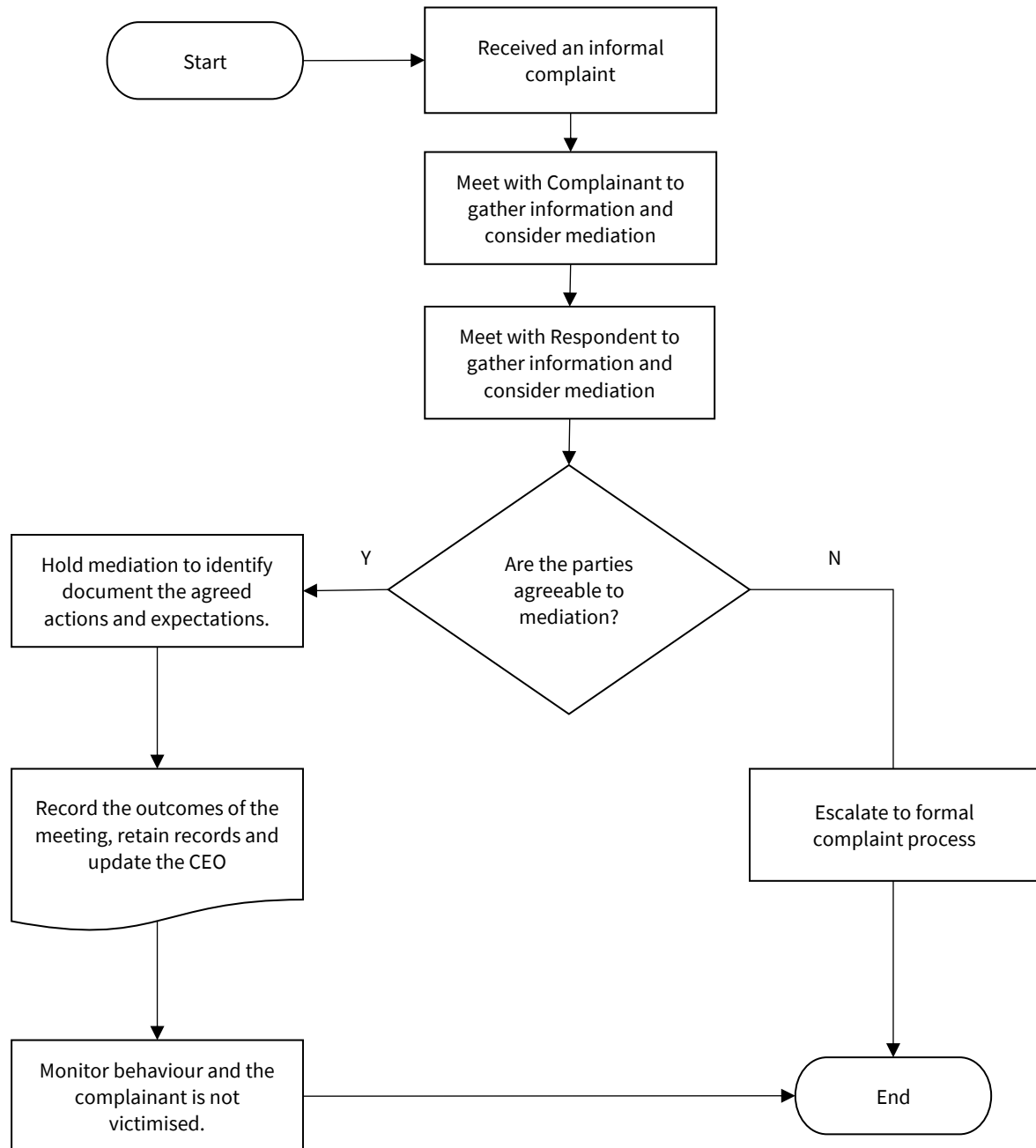
¹ Good practice, good business: Eliminating discrimination and harassment from your workplace: Informal resolution of complaints by managers and supervisors, page 1, © Human Rights and Equal Opportunity Commission.

	– Ask the complainant how they want the situation to be handled; – Discuss options and outcomes; – Advise them about confidentiality, and – Invite the complainant to participate in a mediation meeting. The CEO must be briefed on the progress of the complaint handling at all stages of the process. The CEO may decide to engage an external party to take over the handling of the matter.	
ii.	Meet with respondent and seek response Where the complaint is of a less serious nature, and/or the complainant wishes to pursue an informal resolution, the trainer or supervisor will approach the person against whom the complaint is made with the aim stopping the behaviour perceived as discrimination or harassment, now and in the future. This includes; – informing them that if the alleged behaviours did occur, they would be in breach of the organisation's policy and the law; – advising that even if behaviour was not intended to be offensive, offence has been taken and needs to be resolved; – clarifying acceptable and un-acceptable behaviour; – Discussing any action needed to resolve the complaint and relay this to the complainant; – Obtaining an undertaking that the behaviour in question, regardless of whether admitted or not, will not occur by the respondent in the future; and – Advising of potential penalties if the behaviour continues; – Advise of the need for confidentiality and the prohibition of victimisation; and	Student Support Officer CEO

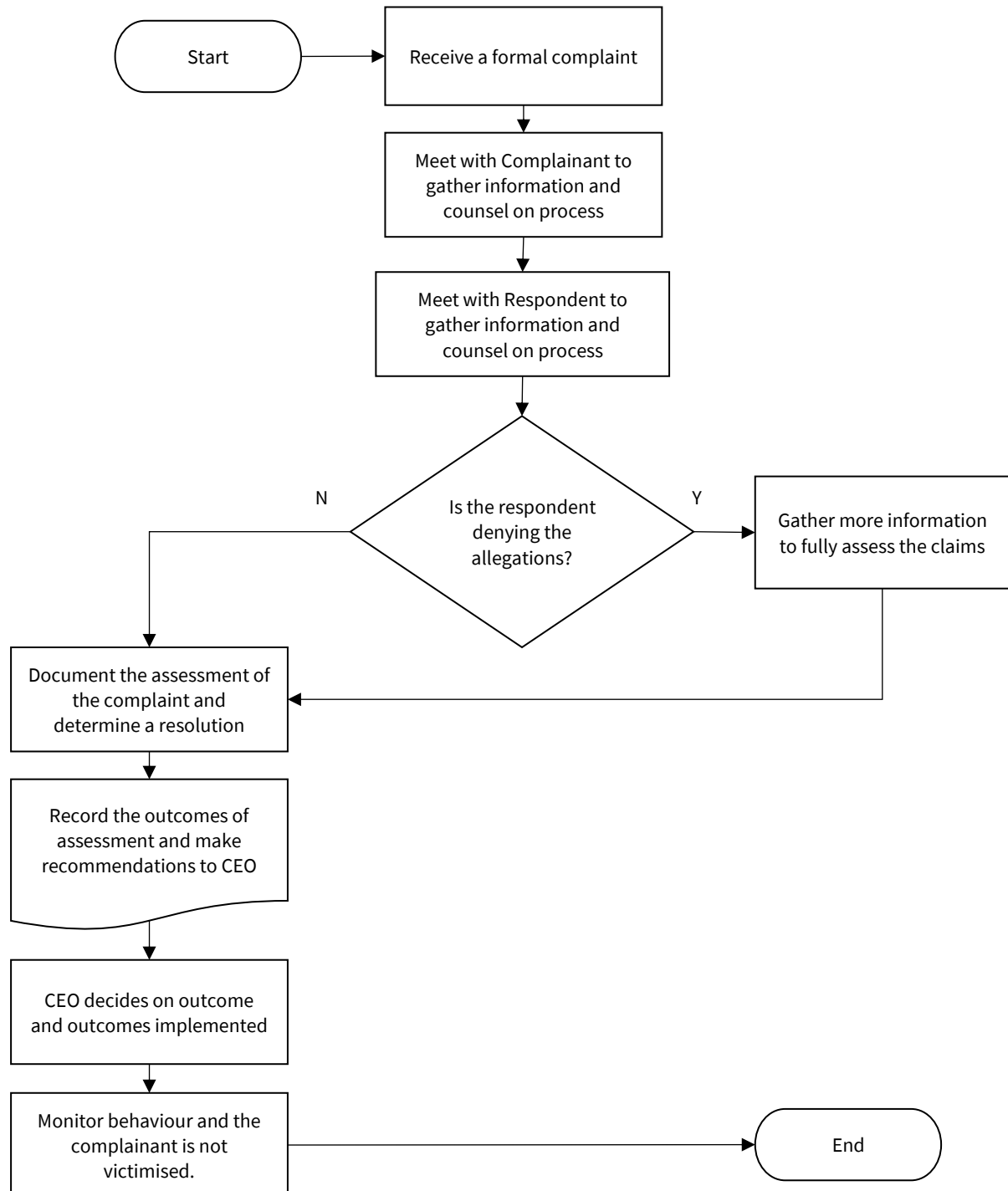
	– Invite the respondent to participate in a mediation meeting.	
iii.	Escalation if required If the complainant completely rejects the allegations or refuses to participate in any mediation meeting, escalate the handling of the complaint to the formal complaint procedure.	Student Support Officer CEO
iv.	Hold mediation meeting The Student Support Officer organises a meeting between the complainant and respondent mediated by Student Support Officer. The following strategies should be used to facilitate the meeting: – Begin by setting up a neutral meeting space and establishing clear ground rules for respectful communication. Emphasise confidentiality and ensure both parties feel physically and emotionally safe by having appropriate seating arrangements and offering breaks when needed. – Demonstrate and encourage active listening by using techniques like paraphrasing what each person has said, maintaining appropriate eye contact, and using encouraging non-verbal cues. This helps ensure each party feels heard and understood. – Maintain impartiality by using neutral language that does not favour either party. Frame discussions around specific behaviours and impacts rather than personal accusations, and maintain a calm, professional tone throughout the mediation. – Implement a clear structure for when each person can speak, ensuring equal opportunity for both parties to share their perspectives. Use techniques like allowing each person uninterrupted time to speak before moving to responses or clarifying questions. – Guide the conversation away from dwelling on past grievances and toward	Student Support Officer CEO

	developing practical solutions for future interactions. Help parties identify specific behaviours and changes that will support a harassment-free workplace moving forward. – Help convert negative statements into constructive feedback by reframing them to focus on specific behaviours and their impact. This helps move the conversation from blame to understanding and problem-solving. – Regularly summarise what each party has said and check for mutual understanding. Use clarifying questions to ensure everyone is clear about the issues being discussed and the proposed solutions. – As solutions emerge, clearly document the agreed-upon actions and expectations. Review these with both parties to ensure shared understanding and establish a clear process for monitoring and following up on the agreements made. – Record the details and outcomes of the meeting using the <i>Confidential Meeting Record</i> to be securely retained and privately update the CEO of the handling and outcome.	
v.	Monitor behaviour Monitor and ensure behaviour does not re-occur and that the complainant is not victimised. Make a file note on the student file or staff record of the complaint and the process that was followed. If behaviour does re-occur, discuss continuing, serious and/or difficult problems with management as soon as possible, and follow the procedure below for responding to a formal complaint. Keep the complainant informed of any action taken.	Student Support Officer CEO

5. Discrimination and Harassment – Informal Complaint Process Flow chart



6. Discrimination and Harassment – Formal Complaint Process Flow Chart



VERSION HISTORY

Version Number	Date	Summary of changes
1.0	September 2021	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.