



## Lifeline Australia

# RTO Student Code of Conduct

Lifeline Australia Registered Training Organisation Provider number 88036

**Owner: RTO Program Manager**

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# 1 About this Code of Conduct

## 1.1 Overview

The RTO Student Code of Conduct (the Code) outlines the expected behaviours for individuals undertaking training with Lifeline Australia's Registered Training Organisation (RTO). It provides a clear framework for expected behaviours to support a safe, respectful and inclusive learning environment across all training settings.

The Code reflects Lifeline's values and the unique context of its programs, including Crisis Supporter Workplace Training (CSWT) and DV-alert, where participants may engage with sensitive and complex subject matter. It establishes consistent expectations for student behaviour, participation, and interaction, ensuring that all learners can engage in a supportive and professional environment.

This document should be read in conjunction with Lifeline Australia's broader RTO policies and procedures, including those relating to student wellbeing, complaints and feedback, and training and assessment practices.

## 1.2 Purpose

The purpose of this policy is to outline the expected standards of behaviour for Students undertaking training with Lifeline and to ensure a safe, respectful, inclusive and professional learning environment.

This policy supports Lifeline's commitment to:

- Student wellbeing and safety
- Culturally safe learning environments
- Professional behaviour appropriate to crisis support and DV-alert training
- Fair and respectful treatment of all students
- Compliance with the Standards for RTOs 2025

## 1.3 Scope

This policy applies to all students enrolled in Lifeline training programs, including:

- Face-to-face or virtual training
- Assessment activities
- Work placement or practical components
- Any Lifeline learning platform or communication channel

## 1.4 Definitions

Term	Definition
Student	Any individual enrolled in a Lifeline Australia RTO training program, including face-to-face, online, or blended delivery formats.
Code of Conduct	The set of expected standards of behaviour for students undertaking training with Lifeline Australia, designed to ensure a safe, respectful and inclusive learning environment.
Bullying	Behaviour that includes intimidation, threats, verbal abuse, exclusion, spreading rumours, emotional or psychological harm, or cyberbullying that negatively impacts another individual.
Harassment	Unwelcome behaviour that is offensive, intimidating or humiliating, and creates a hostile or uncomfortable learning environment.
Sexual harassment	Unwelcome conduct of a sexual nature, including inappropriate comments, touching, requests for favours, or offensive material, which is unlawful.
Discrimination	Unfair treatment of an individual based on attributes such as gender, age, disability, race, religion, sexual orientation, gender identity, or other protected characteristics.
Academic misconduct	Dishonest academic behaviour including plagiarism, cheating, copying work, falsifying evidence, or using unauthorised assistance in assessments.
Cultural safety	An environment where individuals, particularly Aboriginal and Torres Strait Islander peoples, feel safe, respected, and free from discrimination, with their identity and rights upheld.
Confidentiality	The obligation to protect sensitive personal, training, or case-related information from unauthorised disclosure.
Professional behaviour	Conduct that reflects respect, appropriate boundaries, ethical engagement, and adherence to Lifeline's expectations during training and assessment.
Unacceptable behaviour	Any conduct that breaches this policy, including bullying, harassment, discrimination, violence, substance use during training, or disruption to the learning environment.
Breach of Code of Conduct	When a student does not follow the expected standards of behaviour.

## 2 Policy Statement

Lifeline expects all students to behave in a respectful, safe, professional and inclusive manner at all times while participating in training and assessment activities.

Students must conduct themselves in a way that does not negatively impact:

- Other students.
- Trainers or staff.
- Lifeline service users or volunteers.
- The learning environment.
- Lifeline's reputation.
- The safety and wellbeing of others.

Lifeline training may involve discussion of sensitive topics including suicide, family, domestic and sexual violence, crisis, trauma and mental health. Students are expected to engage respectfully; maintain confidentiality; and seek support if they experience distress during training. Lifeline is committed to supporting student wellbeing and providing a safe and supportive learning environment.

## 3 Student rights

All students have the right to:

- Be treated with dignity, respect and fairness.
- Learn in a safe and supportive environment.
- Learn free from bullying, harassment, discrimination, racism and victimisation.
- Privacy and confidentiality in accordance with privacy legislation.
- Fair, valid and equitable training and assessment.
- Access support services where required.
- Access Lifeline policies, procedures and individual student information.
- Make a complaint or appeal without fear of disadvantage.
- Learn in a culturally safe and inclusive environment.
- Be supported if training content is emotionally challenging or distressing.

## 4 Student responsibilities

Students are responsible for:

- Their learning and assessment.
- Participating respectfully in training activities.
- Treating staff, trainers, guest speakers and other students with respect.
- Maintaining confidentiality, particularly during supervision and/or disclosures of lived and living experience.
- Following Lifeline policies, procedures and reasonable directions.
- Respecting facilities, equipment and online platforms.
- Not disclose personal information during interactions
- Using respectful and appropriate language.
- Not attending training under the influence of alcohol or drugs.

- Maintaining professional boundaries with other students and staff.
- Completing assessment honestly and without plagiarism or cheating.
- Informing Lifeline if they require support or adjustments.
- Behaving in a way that supports a culturally safe and respectful learning environment for all attendees.
- Follow reasonable instructions provided by trainers and Lifeline staff.

## 5 Behaviour in online learning environments

Online behaviour standards are the same as face-to-face behaviour standards. Students undertaking training delivered online (including live virtual training and self-paced online learning) must:

- Communicate respectfully in chat, forums, email and online discussions.
- Not record training sessions
- Not share training materials or recordings externally
- Maintain confidentiality when discussing crisis support calls using unidentifiable information.
- Not discussing calls with service users externally
- Use appropriate language and professional behaviour online.
- Not engage in cyberbullying, harassment or inappropriate chat messaging.
- Participate appropriately in online discussions and activities.
- Ensure the online environment is appropriate and respectful when using cameras.
- Follow trainer instructions regarding microphones, cameras and participation.
- Students must not access systems from outside Australia

## 6 Academic integrity

Students must ensure that all written assessment activities submitted is their own work unless collaboration is authorised. Academic misconduct includes:

- Plagiarism.
- Copying other students' work.
- Using unauthorised assistance, this may include, but is not limited to:
  - receiving help from another person to complete an assessment where independent work is required.
  - copying or closely paraphrasing content from another person without proper acknowledgement.
  - using online sources, websites or third-party services to generate answers without permission.
  - using artificial intelligence (AI) tools (e.g. text generators, chatbots or paraphrasing tools) to produce or complete assessment responses.
  - submitting work that has been substantially completed or altered by another person or tool.
  - sharing assessment answers with other students.
- Falsifying assessment evidence.
- Cheating during assessments.

Academic misconduct may result in reassessment, suspension or cancellation of enrolment.

## 7 Cultural safety and inclusive learning environment

Lifeline is committed to providing culturally safe and inclusive learning environments. Students are expected to:

- Respect cultural diversity and different life experiences.
- Respect First Nations peoples, cultures and perspectives.
- Be open to learning from others with different backgrounds or experiences.
- Not engage in discriminatory, racist, sexist, homophobic or offensive behaviour.
- Contribute to a learning environment where everyone feels safe, valued and respected.
- Recognise the Traditional Owners of the lands on which the learning takes place and respect the continuing connection to land, waters, and community.
- Respect that First Nations learners and facilitators bring unique expertise and lived and living experience that is central to the learning process.
- Value lived and living experience as expertise.
- Practice cultural humility and approach interactions with the understanding that one's own perspective is not the universal standard.
- Be willing to listen more than speak when First Nations perspectives are shared.
- Recognise the impact of history and acknowledge that for many First Nations people, safety is informed by historical and ongoing experiences with systemic institutions and policies.

## 8 Professional behaviour expectations

Lifeline training prepares students for crisis support roles to support help seekers in times of crisis and prepares frontline workers to learn how to recognise the signs of domestic and family violence, how to respond appropriately, and how to refer effectively. Students are therefore expected to:

- Maintain respectful and professional communication.
- Respect confidentiality and privacy of crisis support discussions and any personal disclosures during training and work placement.
- Engage respectfully in discussions involving sensitive topics.
- Demonstrate empathy.
- Maintain appropriate emotional and professional boundaries.
- Seek support if training content causes distress.
- Follow Lifeline professional conduct expectations during training and assessment activities.

## 9 Unacceptable behaviour

The following behaviours are not acceptable and may result in disciplinary action:

### 9.1 Bullying

Bullying behaviour Includes:

- Intimidation or threats.
- Verbal abuse or name calling.
- Excluding or isolating someone.
- Spreading rumours.
- Emotional or psychological harm.
- Cyberbullying or online harassment.

### 9.2 Harassment

Harassment is behaviour that:

- Is unwelcome.
- Is offensive, intimidating or humiliating.
- Creates a hostile or uncomfortable learning environment.

### 9.3 Sexual harassment

Sexual harassment is illegal and includes:

- Unwelcome sexual comments or jokes.
- Inappropriate touching.
- Requests for sexual favours.
- Inappropriate messages or online behaviour.
- Displaying offensive material.

### 9.4 Discrimination

Discrimination includes unfair treatment based on:

- Gender
- Age
- Disability
- Race or cultural background
- Religion
- Sexual orientation
- Gender identity
- Family responsibilities
- Socioeconomic background
- Lived experience

## 9.5 Other unacceptable behaviour

Other unacceptable behaviour Includes:

- Violence or threats of violence.
- Damage to property or equipment.
- Attending training under the influence of drugs or alcohol.
- Breaching confidentiality.
- Academic misconduct (cheating, plagiarism, falsifying evidence).
- Recording training without permission.
- Disruptive behaviour that affects learning.

## 10 Breach of the code of conduct

If a student breaches this code of conduct, Lifeline Australia may act, including:

- Informal discussion.
- Verbal warning.
- Written warning.
- Behaviour agreement.
- Removal from a training session.
- Suspension from training.
- Cancellation of enrolment.
- Referral to support services where appropriate.

All actions will be managed in accordance with Lifeline policies and procedures and will follow procedural fairness and natural justice principles. Lifeline will ensure that any actions taken are fair, documented and communicated to the student.

## 11 Reporting behaviour concerns

Students who experience or witness inappropriate behaviour are encouraged to report concerns to their trainer, training manager, student support, or Lifeline Australia [rto@lifeline.org.au](mailto:rto@lifeline.org.au).

All reports will be handled confidentially and respectfully.

## 12 Document information

### 12.1 Version history

Version	Date	Author	Change Description
1.0	19 May 2026	RTO Program Manager	

### 12.2 Related documents

This policy should be read in conjunction with:

- Lifeline Australia RTO Student Handbook.
- Lifeline Australia Privacy Policy.
- Local Lifeline Centre Work Health and Safety Policy.

### 12.3 Review, amendments and approvals

The RTO Student Code of Conduct will be reviewed at least once every three (3) years by the RTO Program Manager. Any recommendations resulting from this review will be presented to the Executive Director, People & Corporate Services for approval.