

Family Violence Procedure - Students

1.0 Purpose

BKI is committed to working towards the prevention of violence and prioritises the health, safety and wellbeing of its students on and off campus and in our learning environments. This procedure documents how to respond to matters involving family violence (FV), implement agreed adjustments to learning and ensure ongoing internal and external support for those impacted.

2.0 Scope

This procedure applies to all students across all BKI campuses and locations, where a person is affected by family violence, whether on or off campus. It also extends to family violence against an intimate partner or family member and to those who primarily care for children under the age of 18 of whom they bring onto BKI premises or learning sites.

3.0 Legislative References

As outlined in the Family Violence Policy.

4.0 Procedural Steps

The following procedural steps provide guidance for BKI staff in responding to disclosures of family violence. While not all staff may be trained in specialist family violence responses, they can play a crucial role in recognising the signs, responding with care and referring students to appropriate support. A student may choose to speak about their experiences of family violence. In the absence of a disclosure, physical or behavioural signs may be observed, prompting discussion with the affected student.

Responding staff should aim to provide compassionate, trauma-informed and culturally safe responses, ensuring students feel heard, believed and supported.

No.	Phases and Steps	Name of role, who actions
4.1	Identifying and Receiving a Disclosure	

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No.	Phases and Steps	Name of role, who actions
4.1.1	Any staff member who receives a disclosure of family violence should listen actively and validate the student, providing a safe space for the student to speak, offering acknowledgment and reassurance.	Responding staff member
4.1.2	Responding staff member to assess the immediate safety of the student disclosing family violence and initiate the emergency response procedure noted in 4.3.1, if there is any immediate danger.	Responding staff member
4.1.3	Responding staff member to immediately escalate the disclosure or belief of family violence to the Manager Student Wellbeing and Support and document the details.	Responding staff member Manager Student Wellbeing and Support
4.1.4	<p>If a student declines engagement, Student Wellbeing and Support will:</p> <ul style="list-style-type: none"> • Respect the students' right to make their own decisions while ensuring they are aware of the support available. • Offer ongoing, non-judgmental support, recognising that readiness to engage may change overtime. • Provide discrete access to external supports services and crisis contacts, ensuring students have pathways to assistance when needed. • Where appropriate, explore alternative support measures that do not require formal safety planning. <p>If a student is assessed to be at high or immediate risk of harm and declines engagement, Student Wellbeing and Support will conduct a MARAM risk assessment to determine the next steps and if required, escalate the case for further consultation with a specialist family violence service.</p>	Student Wellbeing and Support
4.2	Risk Assessment and Safety Planning	

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No.	Phases and Steps	Name of role, who actions
4.2.1	Student Wellbeing and Support to conduct an initial risk screening, using the MARAM Family Violence Screening Tool (Responsibility 2: Identification of family violence risk vic.gov.au).	Student Wellbeing and Support Intake Worker
4.2.2	Student Wellbeing and Support to provide advisory advice and support to students experiencing FV as required, including adjustments to learning, safety planning and referral for support.	Student Wellbeing and Support
4.2.3	<p>If the student is not in immediate danger and agrees, a Family Violence Safety Plan (students) will be developed to support the student's engagement. This will be led by Student Wellbeing and Support and developed in collaboration with:</p> <ul style="list-style-type: none"> the student, empowering them with choice and control. Teaching Staff and Lead Educator (if appropriate) for academic accommodations. Child Safety Officers (if the student is under 18). Specialist family violence services. Health, Safety and Wellbeing. <p>They may also choose for the adjustments to be documented separately depending on the circumstances. The Family Violence Safety Plan is limited to the implementation of safety measures and learning adjustments.</p>	<p>Student Wellbeing and Support</p> <p>MARAM Nominated Staff</p>
4.2.4	If the student presents with mental health risks, Student Wellbeing and Support in collaboration with the student will develop a confidential mental health safety plan. This will only be shared with education delivery areas if appropriate and with the student's consent.	Student Wellbeing and Support
4.2.5	<p>With the student's consent, Student Wellbeing and Support to communicate the FV safety plan to:</p> <ul style="list-style-type: none"> Lead Educator/Program Lead/Teacher, ensuring academic support is in place. Security and ICT staff where additional measures such as restricted campus access or online safety strategies is required. Any other relevant staff members involved in supporting the student. 	Student Wellbeing and Support
4.2.6	The Head of Student Support and Success and Manager, Student Wellbeing and Support will oversee case management and safety planning to ensure:	Head of Student

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	<ul style="list-style-type: none"> MARAM-aligned risk assessment and response procedures are followed. Best-practice trauma informed support is provided. Confidentiality, safety and legal compliance are maintained. Regular case reviews are conducted, ensuring students receive appropriate and ongoing support. <p>Where required, Student Wellbeing and Support will collaborate with external agencies to provide wraparound support while prioritising the student's agency, autonomy and wellbeing.</p>	Support and Success Manager Student, Wellbeing and Support
4.2.7	The family violence safety plan will be stored securely in the Student Support and Success Client Management System (CMS) and reviewed every 4-6 weeks or as needed, in response to the changes in the students' circumstances to ensure it remains relevant to their needs.	Student Wellbeing and Support
4.3	Reports or Notifications to Police	
4.3.1	<p>If a student is at immediate risk of harm, staff should escalate to Emergency Services (000) and inform Student Wellbeing and Support for urgent intervention and support. Also contact Campus Security and follow the BKI emergency response plans and procedures Emergency / Incident Management / Student Critical Incident Procedure.</p> <ul style="list-style-type: none"> Metro - Security Dial 55, Blue Phone or 03 9279 2636 for any Metro Campus. Regional - Security 0419 749 271 or 03 9279 2636 for any Regional Campus. 	Responding Staff Member Student Wellbeing and Support Campus Security
4.3.2	Student Wellbeing and Support can provide support to a student experiencing FV who wishes to make a Police report, however they cannot make a report on the person's behalf.	Student Wellbeing and Support
4.3.3	<p>In certain circumstances, Student Wellbeing and Support may be required to notify the Police about an incident of FV i.e.:</p> <ul style="list-style-type: none"> where it involves an unacceptable risk to students, where the person disclosing presents a risk to themselves or others or; 	Student Wellbeing and Support

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	<ul style="list-style-type: none"> if there is a risk to children under the age of 18. 	
4.3.4	<p>Student Wellbeing and Support to consider the following when notifying the Police:</p> <ul style="list-style-type: none"> Evidence that is of an unacceptable risk to BKI's community or the public. Multiple disclosures, reports or complaints about the same person. The wishes of the student who made the disclosure initially. 	Student Wellbeing and Support
4.4	Learning Adjustments	
4.4.1	<p>Students impacted by FV may require time off from their studies for medical or mental health care, legal or court proceedings, relocation or emergency accommodation, or counselling appointments.</p> <p>Students experiencing FV can speak to their Program Lead or Student Wellbeing and Support regarding agreed adjustments to learning and any absences to help manage their safety and education simultaneously.</p> <p>The agreed adjustments to learning may include but are not limited to:</p> <ul style="list-style-type: none"> Student Schedules: flexible deadlines for assignments and assessment, rescheduling assessment, extra time, study breaks. Alternative learning formats, including remote or blended learning options. Campus security measures, such as escorts to classes or restricted information access. Privacy protections, including ensuring student photos are not published without consent. Support with court order compliance, including scheduling flexibility for legal appointments. Minimising digital exposure, such as restricting personal contact details from student directories. Facilitating transfers to another BKI campus or temporary deferral options if needed and only where it does not place additional pressure on the student. 	<p>Program Lead</p> <p>Student Wellbeing and Support</p>

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No.	Phases and Steps	Name of role, who actions
4.4.2	Student Wellbeing and Support to work collaboratively with the student to determine the appropriate adjustments to learning. The agreed adjustments will be shared with the Program Lead/Teacher, ensuring consent-based communication and that the information shared is necessary to support the implementation of the agreed adjustments.	Student Wellbeing and Support Teacher Program Lead
4.4.3	Student Wellbeing and Support to include the adjustments to learning in the Family Violence Safety Plan with the consent of the student or it may be documented separately depending on the circumstances.	Student Wellbeing and Support
4.4.4	Student Wellbeing and Support to review the FV safety plan with the student experiencing family violence every 4-6 weeks, or as needed, to ensure the plan remains relevant to the needs of the student.	Student Wellbeing and Support
4.4.5	In rare cases, a requested adjustment may not be possible if it significantly impacts on the core learning requirements of a course. In such cases the Program Lead will review the request with a trauma-informed and student-centered approach. The student will be informed of the decision with sensitivity and care, ensuring that alternative supports are explored. Additional case conferring may be held with the Program Lead and the Head of Student Support and Success to find suitable solutions.	Program Lead Head of Student Support and Success
4.4.6	For students under 18 who are impacted by FV, Student Wellbeing and Support may include parental or caregiver involvement in decision-making, but only if it is safe to do so.	Student Wellbeing and Support
4.4.7	In addition to offering adjustments to learning, Student Wellbeing and Support to ensure the student is aware of and empowered to engage in internal and external support as required.	Student Wellbeing and Support
4.5	Students who use Family Violence	
4.5.1	If a staff member becomes aware that a student may be using family violence or coercive control they must:	Responding staff member

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No.	Phases and Steps	Name of role, who actions
	<ul style="list-style-type: none"> Not engage in direct confrontation, as this may increase the risk to those affected. Report concerns to Student Wellbeing and Support who will assess the risk level using the MARAM framework. If significant risks to others are identified, a case consultation will be conducted with appropriate staff including Student Wellbeing and Support, Security and ICT, Educational Delivery Directors and Health and Safety. 	Student Wellbeing and Support
4.5.2	Staff should consult with Student Wellbeing and Support for advice on how to address a student who has engaged in harassment, assault or FV and encourage engagement with external specialised FV support.	Student Wellbeing and Support
4.5.3	<p>Where a student discloses current or pending legal matters, (e.g. intervention orders in which they are the respondent) the responding staff member to refer to Student Wellbeing and Support for case management and referral.</p> <p>Student Wellbeing and Support to ensure that all referrals are made in a trauma- informed and accountability-based manner, supporting the student to engage in non-violent and respectful relationships, while ensuring safety for those affected.</p>	<p>Responding Staff member</p> <p>Student Wellbeing and Support</p>
4.5.4	Where a student who has used violence and the person affected by FV are both members of the BKI community, the responding staff member to refer to Student Wellbeing and Support who will seek to ensure the safety of all parties.	<p>Responding Staff member</p> <p>Student Wellbeing and Support</p>
4.5.5	Student Wellbeing and Support in conjunction with the Department Head to develop a FV safety plan to ensure the safety of the impacted student(s).	<p>Student Wellbeing and Support</p> <p>Department Head</p>

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No.	Phases and Steps	Name of role, who actions
4.5.6	If a student using family violence declines a referral to Student Wellbeing and Support, all attempts will be made to engage the student in external services for support. However, if the student is not willing to engage with external support and safety concerns remain, a report to Victoria Police may be required.	Student Wellbeing and Support
4.5.7	The Head of Health, Safety and Wellbeing to be consulted regarding compliance with intervention court orders.	Head of Health, Safety and Wellbeing
4.6	Training and Prevention Strategies	
4.6.1	To support students in understanding, preventing and addressing family violence, the Manager, Organisation Capability to develop, implement and oversee training packages targeted towards addressing gender- based violence. All training will be aligned with MARAM best practice, Our Watch and Respect and Equality in TAFE.	Manager, Organisational Capability
4.6.2	The Manager, Organisational Capability to use de-identified data about disclosures of FV to inform preventative strategies, identify trends and develop targeted educational packages in response to FV in the BKI community.	Manager, Organisational Capability
4.7	Child Safety Obligations	
4.7.1	<p>Children and young people under the age of 18 may be exposed to family violence or are directly harmed in their own home by their parents/caregivers, siblings or another relative.</p> <p>It is important to note if a child under the age of 18 is exposed to, or affected by family violence, the responding staff member must follow the Four Critical Actions, inclusive of mandatory reporting requirements as outlined in the Child Safety Policy, (Find a Policy) and the BKI Child Safe Toolkit.</p>	<p>Responding staff member</p> <p>Child Safety Officer</p>
4.8	Privacy, Confidentiality and Record Keeping	

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No.	Phases and Steps	Name of role, who actions
4.8.1	<p>BKI acknowledges that students have a right to privacy when disclosing experiences of family violence. All disclosures will be kept confidential, with information only shared when necessary to enhance students' safety and wellbeing.</p> <p>Information sharing will only occur with the students' informed consent, unless there is a serious and immediate risk of harm, in which case BKI staff will follow the MARAM risk assessment protocols.</p> <p>Where information sharing is required, it will be limited to relevant staff and handled in a sensitive and trauma informed manner. This may include, but not limited to Teachers and Program Leads, Head of Student Support and Success, Head of Health, Safety and Wellbeing.</p>	<p>Teacher</p> <p>Program Lead</p> <p>Head of Student Support and Success</p> <p>Head of Health, Safety and Wellbeing</p>
4.8.2	<p>There are some limited circumstances where BKI may be required to disclose identifying information about a person for the safety and wellbeing of the BKI community which includes:</p> <ul style="list-style-type: none"> • sharing the information to protect the life, health, or immediate safety of the affected person; or • when required by law and in relation to Child Safe matters, including Mandatory Reporting procedures as outlined in the Child Safety Policy and Four Critical Actions for VET and higher education providers. • de-identified data to external agencies, where required, to ensure compliance with legislated reporting requirements. 	<p>Head of Student Support and Success</p> <p>Student Wellbeing and Support</p>

5.0 Roles and Responsibilities

Role	Responsibilities
Head of Governance, Risk and Compliance	Custodian to the Family Violence Policy ensuring compliance with current legislation and the policy is reviewed and renewed as required. Provide guidance on the Policy.

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Role	Responsibilities
Head of People and Culture	Custodian to the Family Violence Procedure and the Family Violence Safety Plan for staff, ensuring compliance with current legislation and the procedure is reviewed and renewed as required. Provide guidance on the procedure.
Head of Student, Support and Success	Custodian to the Family Violence Procedure and the Family Violence Safety Plan for students, ensuring compliance with current legislation and the procedure is reviewed and renewed as required. Provide guidance on the procedure.
Family Violence Support Worker	Take a lead role in responding to staff experiencing family violence. Ensure support provided is in accordance with family violence policies and procedures. Follow functions as indicated in the policy and procedure.
Manager(s), Student Wellbeing and Support	Take a lead role in responding to students experiencing family violence. Ensure support provided is in accordance with family violence policies and procedures. Follow functions as indicated in the policy and procedure.
Manager, Organisational Capability	Ensure the development and implementation of a family violence specific training package, aligned with evidence based and best practice guidelines.
Child Safety Officer(s)	Follow functions as indicated in this policy and related procedures, with a specialised focus on children and young people under the age of 18.
Responding Staff Member	Follow functions as indicated in the FV policy and procedure documents.

6.0 Definitions

Word/Term	Definition
Multi-Agency Risk Assessment and Management (MARAM)	The MARAM Framework is legislated under the <i>Family Violence Protection Act 2008</i> (Vic). It aims to increase the safety and wellbeing of Victorians by ensuring that prescribed organisations can effectively identify, assess and manage family violence risk, and keep perpetrators in view and held accountable for their actions.

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Word/Term	Definition
Family Violence (FV)	<p>Family violence or FV, encompasses a range of abusive behaviours by one person towards another, including physical, sexual, emotional, psychological, and economic abuse, as well as threats and coercion that establish fear for safety or wellbeing. It also covers actions that expose children to the effects of such behaviours, such as witnessing assaults or threats.</p> <p>The understanding of family violence impacting Aboriginal and Torres Strait Islander peoples is connected to the extended meaning of family, including the diverse kinship relationships.</p>
Gender- based violence	Is based on an imbalance of power and is carried out with the intention to humiliate and make a person or group of people feel inferior and/ or subordinate. Gender violence can happen in both the public and private spheres and it affects women disproportionately.
Gender equity	Is the fair and just distribution of benefits and responsibilities among people of all genders, addressing gender inequalities that limit access to opportunities. Gender equality prevents violence against women and girls. Societies that value women and men as equal are safer and healthier. Gender equity is a human right.
Trauma	An event that involves exposure to actual or threatened death or serious injury, or sexual violence that has the potential to be traumatic. The trauma experienced can be physical or mental in nature and not everyone will respond in the same way.
Trauma-informed	Trauma-informed care is an approach to care that recognises the widespread impact of trauma and promotes environments that aid healing and recovery and that avoids re-traumatisation.
Coercive Control	A pattern of abusive and controlling behaviour, used by a perpetrator of Family Violence to establish and maintain control over another person. Over time this creates fear and takes away the person's freedom and independence.
Safety Planning	Involves thinking about practical actions a person (and/ or services) can take to be safer when living with family violence. The process looks at the current situation and assesses what steps and strategies can be implemented to mitigate the risk in the workplace or learning environment.
External support services	Is inclusive of services that specialise in providing family violence specific support to address the needs to the person impacted.
Affected Staff	Includes Bendigo TAFE and Kangan Institute employees whether full or part time, casual and/ or sessional, contractors or volunteers experiencing family violence.

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Word/Term	Definition
Perpetrator of family violence/ person using family violence	A person who engages in FV, or may be referred to as a perpetrator, is someone who uses violence or abusive behaviour towards their (ex) partner or family members. This behaviour can manifest in various forms and is considered FV.

7.0 Related Documents

Document Name
Family Violence Policy
Family Violence Safety Plan - Staff
Family Violence Procedure - Students
Family Violence Safety Plan - Students

8.0 Version Control and Change History

Ver.	Issue Date	Document Custodian	Description of Change	Approval Authority
1.0	30/04/2025	Child Safety Officer	New Procedure	Head of Student Support and Success

9.0 Document Custodian and Approval Authority

Document Custodian	Approval Authority	Approval Date	Scheduled Review Date
Child Safety Officer	Head of Student Support and Success	30/04/2025	30/04/2026

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