Whole-of-Organisation Gender-based Violence Prevention and Response Plan and Outcomes Framework

Provider name: **BATCHELOR INSTITUTE OF INDIGENOUS TERTIARY EDUCATION**

Higher Education Principal Executive Officer name and position: **Ms Renee Long, Chief Executive Officer**

Plan period: 1 January 2026 to 31 December 2029

1. Statement of commitment

Batchelor Institute of Indigenous Tertiary Education (the Institute) is committed to creating and sustaining learning, working and living environments that are culturally safe, respectful, inclusive and free from harm. Grounded in First Nations ways of knowing, being and doing, the Institute seeks to uphold the dignity, strength and wellbeing of all members of its community, recognising the importance of connection to culture, Country, community and kin.

Our vision is a community where students and staff can learn, work and live in safety and respect, free from gender-based violence, discrimination and other forms of harm. We acknowledge that gender-based violence is experienced within broader histories of colonisation, systemic inequality and intergenerational trauma, and that Aboriginal and Torres Strait Islander people are disproportionately impacted by these harms. We also recognise that people from culturally and linguistically diverse backgrounds may face additional barriers to safety, support and reporting, and we are committed to inclusive, culturally responsive and accessible approaches for all members of our community.

The Institute recognises that preventing gender-based violence requires sustained cultural change, courageous leadership and the active engagement of all staff, students and partners. For the purposes of this Whole-of-Organisation Gender-Based Violence Prevention and Response Plan and Outcomes Framework (the Plan), the Institute adopts the definition of gender-based violence set out in the Sexual Misconduct and Gender-Based Violence Policy. This definition guides a shared and consistent understanding of the behaviours, actions and forms of harm encompassed by gender-based violence, and informs how the Institute prevents, identifies and responds to such conduct across learning, teaching, research, workplaces and student accommodation settings.

The Institute recognises that engagement with this content may be confronting or distressing, particularly for those with lived or vicarious experience of gender-based violence. We acknowledge the strength and courage it takes to speak about experiences of harm, and we affirm that all disclosures will be met with belief, cultural respect, compassion and trauma-informed support. The Institute is committed to responding in ways that prioritise safety, choice, self-determination and healing.

We are committed to ensuring students and staff have access to culturally appropriate support services and clear, respectful reporting pathways, as outlined in the Gender-Based Violence Policy and Procedure. These pathways are designed to support wellbeing, uphold confidentiality where possible, and ensure accountability while minimising further harm.

The Institute acknowledges and values the contributions of students, staff, Elders and community members particularly those with lived experience whose knowledge, insight and leadership continue to strengthen our understanding and guide our actions. Building on earlier work with Our Watch, including the Respect and Equality Action Plan and inclusion initiatives for TAFEs, this Plan aligns with the National Higher Education Code to Prevent and Respond to Gender-based Violence 2025.

Through this Plan, Batchelor Institute affirms its shared responsibility to walk together across cultures, communities and generations in leadership, learning and collaboration to advance gender equality, promote cultural safety and end gender-based violence within the Institute and beyond.

2. Provider overview

The Batchelor Institute is Australia's only Indigenous dual-sector tertiary provider. Batchelor Institute has been built, led and guided by Aboriginal and Torres Strait Islander people for more than 50 years.

We honour and elevate First Nations knowledge systems with our both ways approach, ensuring they stand equal to Western education in every learning and research experience.

Batchelor Institute delivers a range of vocational education and training (VET), higher education, and research programs that are specifically designed to meet the needs and aspirations of Aboriginal and Torres Strait Islander peoples living in remote communities.

Student Profile

In 2025, the Institute had 20 Higher Degree by Research (HDR) candidates enrolled, comprising 5 Masters of Philosophy candidates and 15 Doctor of Philosophy candidates. Of these candidates, 75% identified as female and 25% as male, with 35% of candidates listed with a home location in the Northern Territory. The average age of a HDR candidates was 56.1 years of age, with 45% of all candidates 60 years or older. 90% of candidates identified as Aboriginal and/or Torres Strait Islander.

Additionally, given the Institute is a dual sector provider, in 2025, the Institute had 1,729 Vocational Education and Training (VET) students enrolled. Of these students, 52% identified as female, and 48% as male. 97% of students listed with a home location in the Northern Territory. The average age of a VET student was 35 years old, and 42% of all VET students were 30 years old or below. 87% of students identified as Aboriginal and/or Torres Strait Islander.

From Semester 2, 2026, the Institute will commence a cohort of up to 25 students in its Tertiary Enabling Program and will introduce Graduate Certificate courses. Currently, the Institute is awaiting the outcome of its application for re-registration to deliver undergraduate degrees.

Batchelor Institute's main constituency originates from remote or very remote Northern Territory communities. However, our Higher Degree by Research Graduate School attracts candidates from around the country. The reason for our existence is to provide learning opportunities for those who have historically faced many barriers to education. Distance and literacy are two of the major barriers.

The Institute is responding to issue of distance by provision of a mixed mode of learning and a strong Away from Base (AFB) residential and reverse block model of delivery. Graduate School Masterclasses are held twice a year, with Candidates encouraged and supported to attend in person where possible. Masterclasses help to reduce isolation of Candidates and assists in building professional networks. These Masterclasses are held on Batchelor and the Desert People's Centre campus. VET was delivered across 65 locations in the Northern Territory, with 80% of the delivery locations classified as Remote or Very Remote.

Communication is key to the attraction and retention of students, many of whom speak an Aboriginal or Torres Strait Islander language in their home community and in their workplace. Interpretation and communication skills are particularly relevant to the role of the HDR Candidate Liaison Officer.

The design and offering of Graduate School's Research Training Program both online and in face-to-face peer and supervisory delivery is core to the record of candidate success through our attuned cultural program. The program is augmented by a network of Indigenous Australian academics from around the nation who support our hybrid learning with online and face to face participation at Masterclasses, and through being delegated to panels for Supervision and for Confirmation of Candidature milestones.

Staff Profile

Batchelor Institute employs 253 staff across two campuses and multiple learning centres in remote communities throughout the Northern Territory. Indigenous staff comprise 37% of the workforce, reflecting the Institute's strong connection to and representation of the communities it serves.

The workforce is predominantly female, with 66% of staff identifying as female, 33% as male, and 1% identifying as another gender. Gender pay equity is supported, with average salaries relatively consistent across genders.

Academic roles account for 30% of staff, employed as lecturers. Intersectional representation is a key strength, with 27% of staff identifying as female and Indigenous and 15% identifying as male and Indigenous.

Leadership demonstrates clear accountability and commitment to gender equity and cultural safety. Batchelor Institute's CEO is an Indigenous female, 56% of the Executive team are female, and 67% identify as Indigenous. This composition supports a leadership culture aligned with the National Code's emphasis on prevention, inclusive governance, and the creation of safe, respectful, and equitable workplaces and learning environments.

Accommodation

Student Accommodation is managed by the Institute and consists of a 210 bed (maximum) facility at Batchelor Campus, depending on availability. On-site accommodation will be built at the Desert People's Centre Campus in Alice Springs in 2026 and is expected to be operational by 2027. Once built the accommodation will be moved

The Batchelor campus has four types of shared accommodation:

- Dormitory: single and double rooms
- Duplex: two x three-bedroom units
- Triplex: three x two-bedroom units and
- a Wellbeing Support accommodation block (wheelchair accessible and closer to dinning amenities and the Residential Office)

Batchelor campus accommodation blocks are separated into 3 categories - male, female and families/other (for those travelling with carers or children). Residential officers rotate on a 7 day a week shift between 8am-4pm and Security officers are on-site daily from 4pm until 8am.

Alice Springs Campus block release students (mainly VET) are currently provided temporary accommodation through ad hoc hotel stays. This arrangement does not meet the definition of Student Accommodation as per Standard 7. We are however, determining the providers current arrangements and we will be investigating opportunities to improve supports to our students in these locations.

3. Planning, engagement and evidence

Development of the Plan and Readiness Assessment

The development of this Plan was led by the Chief Executive Officer, with support from a cross-functional Working Group established to assess Batchelor Institute's readiness for, and implementation of, the *National Higher Education Code to Prevent and Respond to Gender-based Violence 2025* (the Code). To ensure a whole-of-organisation perspective, the Working Group included representatives from Student Experience, People and Culture, Higher Education and Research, Vocational Education and Training, Policy, and Quality Assurance.

A gap analysis was undertaken against the Code's seven Standards. In undertaking this analysis, the Working Group considered factors specific to Batchelor Institute, including its predominantly Aboriginal and Torres Strait Islander student cohorts and varied age groups, multicultural workforce, dual-sector operating environment, regional and remote delivery, student accommodation arrangements and relatively small higher education student population. The assessment also considered the intersection of cultural, social, geographic, economic and other factors that may influence the risk, experience, disclosure or reporting of gender-based violence and access to appropriate support.

The assessment identified opportunities to strengthen staff training and capability, enhance privacy and data governance arrangements, improve policies and investigation processes, strengthen safety and risk assessment, and improve data quality and compliance arrangements with third-party accommodation providers. These findings informed targeted actions to strengthen governance and accountability, expand prevention and consent education, enhance risk assessment and support processes, align policies and procedures with the Code, and strengthen accommodation compliance.

The whole-of-organisation assessment was supported by strong leadership commitment and has been complemented by a systemic review of the Institute's current arrangements for responding to disclosures and formal reports of gender-based violence. As part of this review, People and Culture examined staff reporting and response pathways, available records, support and referral arrangements, response and investigation timeframes, communication and confidentiality practices, safety and risk assessment processes, and the Institute's capacity to identify systemic themes and opportunities for improvement.

Review of Staff Reporting and Response Arrangements

The staff component of the review identified that the Institute provides multiple avenues through which concerns can be raised, including formal reporting and grievance processes, designated email channels, feedback mechanisms and direct approaches through the Institute's open-door approach. These pathways provide flexibility for staff to raise concerns and seek support and allow individuals to choose a pathway that best reflects their circumstances and preferences. However, these arrangements are typically difficult to manage and there is no ability to retrospectively collect data.

Available support and referral options include the Employee Assistance Program (EAP), with information provided verbally, electronically and through supporting resources. Culturally appropriate support can also be considered according to the needs, cultural context and preferences of the individual. Based on the staff matters available for review through the EAP, delays in response or investigation timeframes were not identified as a systemic issue.

The review identified, however, a number of opportunities for improvement. Information relating to staff matters may currently be retained across individual personnel records and other recordkeeping arrangements rather than through a centralised GBV case management and reporting mechanism. This fragmentation limits the Institute's ability to consistently categorise disclosures and formal

reports, undertake whole-of-organisation analysis, identify emerging themes and monitor responses and outcomes over time.

The distinction between a Disclosure and a Formal Report has also not historically been recorded consistently across the various mechanisms through which concerns may be raised. While safety and wellbeing considerations form part of current responses, immediate GBV-specific safety and risk assessments have not historically been documented through a consistent formal process.

Communication with individuals raising concerns occurs throughout response processes. However, some communication occurs verbally due to the sensitive nature of the matters and, in some circumstances, an individual's preference that sensitive information not be documented in writing. The Institute has identified an opportunity to strengthen minimum recordkeeping requirements while continuing to respect privacy, cultural safety, individual agency and trauma-informed practice.

The limited volume and fragmented nature of available historical information also constrains reliable quantitative trend analysis. The Institute has therefore identified centralised recordkeeping and strengthened data governance as key priorities for improvement.

Centralised Institute-wide Response

In response to these findings, Batchelor Institute is establishing a centralised, Institute-wide GBV response and case coordination model through the engagement of a dedicated GBV and Student Complaints Coordinator within People and Culture.

While central coordination will sit within People and Culture, the position will have an Institute-wide function and will support consistent coordination and oversight of GBV disclosures and formal reports involving staff and students.

The centralised model will retain multiple safe, accessible and culturally appropriate pathways through which individuals can make a disclosure, formal report or seek support. Individuals will not be required to report directly to People and Culture. Rather, the Coordinator will provide central coordination and oversight regardless of where a matter is initially raised.

The role will support:

- consistent identification and categorisation of Disclosures and Formal Reports;
- centralised and appropriately controlled recordkeeping;
- consistent triage, safety and risk assessment and referral;
- coordination between relevant areas of the Institute;
- monitoring of response and investigation processes and outcomes;
- de-identified analysis of systemic themes, trends, barriers and emerging risks; and
- use of findings to inform prevention activities, policy, training, governance reporting and continuous improvement.

Batchelor Institute has also considered the National Student Ombudsman's *Can I Talk About This?* report as part of its review of confidentiality practices. The Plan provides that non-disclosure agreements and non-disparagement clauses will not be used in relation to disclosures or formal reports of gender-based violence, except where expressly requested by the discloser. This requirement will be incorporated into the Institute's centralised response arrangements to support consistent and transparent practice.

Evidence and Sector Context

In addition to the Code gap analysis, Batchelor Institute has considered key findings from publicly available research, national data and sector frameworks, including:

- the *2021 National Student Safety Survey*;
- the *National Plan to End Violence Against Women and Children 2022–2032 – Ending Gender-Based Violence in One Generation*;

- *Our Ways – Strong Ways – Our Voices: National Aboriginal and Torres Strait Islander Plan to End Family, Domestic and Sexual Violence 2026–2036*;
- Australian Institute of Health and Welfare data on family, domestic and sexual violence;
- Our Watch's *Change the Story – A Shared Framework for the Primary Prevention of Violence Against Women in Australia*; and
- Our Watch's *Change the Picture – A National Resource to Support the Prevention of Violence Against Aboriginal and Torres Strait Islander Women and Their Children*.

These sources identify recognised drivers of gender-based violence and demonstrate the intersection of gender inequality with factors including racism, discrimination, colonisation, intergenerational trauma, social and economic disadvantage, geographic isolation and barriers to accessing services and support. These factors are particularly relevant to Batchelor Institute's predominantly Aboriginal and Torres Strait Islander student community and regional and remote operating environment, while also informing consideration of the diverse cultural, linguistic and religious backgrounds of its staff and students.

The evidence has informed the Institute's understanding of risk, vulnerability, prevention priorities and barriers to disclosure and support. It will continue to inform the implementation, monitoring and review of this Plan, ensuring that actions are evidence-based, culturally safe, responsive to the Institute's unique context and subject to continuous improvement.

4. Approach

Batchelor Institute is committed to providing a safe, respectful and inclusive environment where all members of the Institute community can work and study free from gender-based violence. Gender-based violence is unacceptable and will not be tolerated in any form. It includes physical, sexual, psychological, emotional, financial, spiritual, social and technology-facilitated violence, harassment, abuse, threats, coercion or controlling behaviours that cause, or are likely to cause, harm, fear, loss of autonomy or deprivation of liberty because of a person's sex, gender, gender identity or expression, or sexual orientation. This includes sexual assault, sexual harassment and family and domestic violence where it affects members of the Institute community or their ability to work or study safely.

The Institute recognises that gender-based violence is driven by gender inequality, unequal power, the condoning of violence, rigid gender stereotypes and gender roles, and social norms that support aggression, dominance and control. These drivers can intersect with racism, discrimination, homophobia, transphobia, ableism, colonisation, intergenerational trauma and social and economic disadvantage, increasing the risk, severity or impact of gender-based violence.

Batchelor Institute recognises that its unique operating environment can create additional or specific contributing factors, including its predominantly Aboriginal and Torres Strait Islander student community; the impacts of colonisation and intergenerational trauma; remote and regional locations and geographic isolation; limited access to specialist services in some communities; student accommodation and shared living environments; community-based and remote training; travel and fieldwork; and the intersection of study, work, family and community relationships. The Institute also recognises the diverse cultural, linguistic and religious backgrounds of its staff and students, including international and multicultural staff, and the need to ensure that cultural practices, religious beliefs, language, cultural obligations and differing understandings of gender, relationships and help-seeking are respected while never being used to excuse, minimise or condone gender-based violence, discrimination or abuse. Power imbalances, social isolation, financial stress, alcohol and other drug use, and barriers to reporting or accessing culturally appropriate support may further contribute to vulnerability or affect the experience or reporting of gender-based violence.

The Institute is committed to addressing these drivers and contributing factors through culturally safe, trauma-informed, person-centred, intersectional and evidence-based prevention, early intervention, response and support. This commitment applies across all Institute environments and activities,

including campuses, student accommodation, community-based training, placements, fieldwork, Institute events and activities, and online and digital learning environments.

Batchelor Institute has adopted a whole-of-organisation approach to gender-based violence across prevention, early intervention, response and recovery. This includes embedding primary prevention within curriculum delivery and student orientation, providing targeted early intervention for priority cohorts, delivering trauma-informed and person-centred responses, and ensuring access to ongoing, culturally appropriate recovery and support.

The Institute will be guided by the National Higher Education Code to Prevent and Respond to Gender-based Violence, with the Plan also informed by complementary national and sector frameworks, including the National Plan to End Violence Against Women and Children 2022–2032, Our Watch, relevant Northern Territory legislation, and current research. This alignment supports the Institute to contribute to broader cultural and systemic change while ensuring prevention and response measures are relevant, evidence-based and responsive to the needs of its community.

Implementation will build on existing structures and capability and will be led by People and Culture in partnership with the Student Experience Division, with engagement across the organisation and appropriate oversight through governance arrangements. Key initiatives will include establishing a Gender-Based Violence Advisory Group; embedding primary prevention within curriculum delivery, student orientation and the student experience; targeted early intervention for priority and potentially vulnerable cohorts; and building the capability of leaders, staff and students through consent, positive duty, recognise and respond to domestic and family violence, disclosure and bystander training, including access to Australian Government initiatives such as *Consent Can't Wait*. Ongoing awareness and education campaigns will reinforce respectful relationships, consent, gender equality, cultural safety and the prevention of violence.

The Institute will maintain policies, procedures and support pathways that enable trauma-informed, person-centred, culturally safe, accessible and evidence-based responses to disclosures and incidents of gender-based violence, including family and domestic violence. Responses will prioritise the safety, dignity, autonomy, privacy and wellbeing of affected people, while ensuring procedural fairness and appropriate accountability.

Progress and effectiveness will be monitored through the Institute's Outcomes Framework, using qualitative and quantitative evidence to assess implementation, participation, capability, prevention outcomes, reporting and access to support. Regular reporting will be provided to Institute Council as the governing body and to the Commonwealth Department of Education in accordance with applicable requirements. The Institute is committed to continuous improvement and will use evaluation, data, community and student voice, emerging evidence and lessons from implementation to strengthen its approach. This work will be guided by the Institute's values of *Students and Communities First, Culture is Strength* and a *Both Ways* approach, and its commitment to contributing to the Closing the Gap socio-economic outcomes.

5. Whole-of-Organisation Gender-based Violence Prevention and Response Plan

Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence

	Action	Responsible	Timeline
1.1	Prepare and publish on the Batchelor Institute website a whole-of-organisation prevention and response plan informed by broad consultation.	Senior Executive Team	*Q1 2026*
1.2	Appoint a dedicated gender-based violence prevention and response project officer and develop compliance dashboard	Senior Executive Team	*Q4 2026*
1.3	Monitor Outcomes Framework and gender-based violence data trends.	Senior Executive Team, BIITE Council	*From Q1 2027*
1.4	Biennial report to the Department of Education on Plan and Outcomes Framework. Six-monthly de-identified reporting to Governing Body	Chief Executive Officer	*6 monthly commencing 30 June 2026*
1.5	Review relevant policies and procedures and make necessary adjustments to ensure a consistent whole-of-organisation approach and alignment with the Code.	*Director Corporate Governance and Risk Office*	*Q2 – Q4 2026*

Environments are safe, and systems continuously improve to prevent and respond to gender-based violence

	Action	Responsible	Timeline
2.1	Enhance, refine and implement policies that clearly communicate that gender-based violence is unacceptable and that all disclosures and formal reports are managed in accordance with relevant policies and procedures.	Director, Corporate Governance and Risk Office	From 1 Jan 2026
2.2	Implement screening tool/declaration for staff (including residence staff), affiliates and accommodation providers to provide: • declaration of intimate staff-student relationships (current and past) • declaration of GBV-related findings or disciplinary history, and for those declarations to be considered in determining role suitability "I declare any prior investigations, findings or disciplinary outcomes relating to sexual misconduct or gender-based violence, and any intimate personal relationships that may create a conflict of interest with this role."	Senior Manager People and Culture	Q4 2026
2.3	Update promotion, recognition and reward processes and systems (including performance review processes) to include consideration of GBV	Senior Manager People and Culture	Q1 2027
2.4	Ensure ongoing maintenance and insurance of working with children check compliance with relevant state legislation, compliance with WGEA reporting and NIAA working with vulnerable people requirements.	Senior Manager People and Culture	Q2 2026

2.5	Ensure NDAs and non-disparagement clauses are not used, except where requested by discloser. “Nondisclosure agreements and nondisparagement clauses will not be used in relation to disclosures or formal reports of gender-based violence, except where expressly requested by the Discloser.”	Deputy CEO Operations	Q1 2027
2.6	Undertake risk assessment of student accommodation on and off campus.	Director Student Experience / Manager, Student and Residential Services / Team Leader Travel Services	Q1 2027

Build knowledge and capability to safely and effectively prevent and respond to gender-based violence

	Action	Responsible	Timeline
3.1	Implement prevention and discloser response training into new starter onboarding process for all staff. Targets: leadership 95% completion by 31/12/2026.	Senior Manager People and Culture	Q4 2026 and ongoing
3.2	Deliver prevention and disclosure-response training to all existing staff and students and governing Council through a mandatory Trauma-Informed and Person-Centred Response Framework	Senior Manager People and Culture	from Q3 2026, ongoing
3.3	Create campaigns, awareness raising and educational initiatives codesigned with students and staff with lived experience highlighting drivers and reporting and support pathways.	Senior Manager People and Culture /Director Student Experience	From Q4 2026
3.4	Integrate strategies into curriculum that promote personal and collective wellbeing and safety across life, learning, and professional contexts. This includes building awareness of early intervention, support services and reporting pathways relevant to the discipline and stage of learning.	All teaching and supervisory staff, Higher Education and Research and VET.	From Q1 2027

3.5	Increase student and staff awareness of reporting pathways and available support services	Senior Manager People and Culture /Director Student Experience	From Q2 2026
3.6	Implement annual evaluation and refresh of prevention education.	GBV and Student Complaints Coordinator	From Q3 2027
3.7	Ensure all disclosure risk assessments, investigations and disciplinary processes are conducted by staff with GBV expertise.	GBV and Student Complaints Coordinator/People and Culture	Ongoing from 2026
3.8	Implement the Educating for Equality and Respect (HE) and Equality in TAFE programs in partnership with Our Watch, ensuring diverse representation in prevention leadership	GBV and Student Complaints Coordinator / People and culture / Division Heads	Q1 2027

Responses and support services are safe and person-centred

	Action	Responsible	Timeline
4.1	Ensure ongoing training in trauma-informed practice for students and employees likely to receive disclosures, employees managing formal reports and investigations, and student misconduct committees (as appropriate).	GBV and Student Complaints Coordinator/ People and Culture	*Q1 2026*
4.2	Evaluate and update existing support services to align with person-centred, culturally safe and trauma-informed practice and procedures for disclosers and respondents. Extend to external services	Director Student Experience / Manager Student & Residential Services / GBV and Student Complaints Coordinator	*Q4 2026*
4.2	Undertake and review service-level surveys to inform a continuous improvement approach to best practice support for those experiencing Gender-based Violence.	GBV and Student Complaints Coordinator/ People and Culture / Director Student Experience / Manager Student & Residential Services	*Q4 2027*

4.3	Establish and maintain clear referral pathways in collaboration with third-party/affiliated accommodation providers to align policies and processes wherever possible, to reduce harm through simple processes and reducing the need for repeated accounts of traumatic experiences.	GBV and Student Complaints Coordinator/ Director Student Experience / Manager Student & Residential Services / Team Leader Travel Services	*Q2 2027*
4.4	Tailored support plans for impacted students are implemented to ensure the safety of the discloser and include information on access to services, relevant academic adjustments, risk assessment and safety planning.	Director Student Experience / Manager Student & Residential Services / Academic Division Heads	*Q1 2026*
4.5	Maintain multiple safe reporting channels, including anonymous online and third-party pathways.	GBV and Student Complaints Coordinator/ People and Culture / Director Student Experience / Manager, Student & Residential Services	*Q4 2026*
4.6	Publish plain-English reporting and response flowcharts on options available when making a disclosure and management pathways which may be taken for accessibility by students, staff and third parties.	GBV and Student Complaints Coordinator/ People and Culture / Director Student Experience / Manager Student & Residential Services	Q4 2026
4.7	Development of a GBV Committee to champion response and allow for additional disclosure safe spaces across the Institute	Senior Manager People and Culture, Director Student Experience	Q1 2027
4.8	Create and implement a ‘No wrong door’ reporting and support model for students and staff with the underlying premise of ‘You don't have to know the system. We will help you navigate it.’	GBV and Student Complaints Coordinator/ People and Culture / Director Student Experience / Manager Student & Residential Services	Q2 2027
4.9	Ensure campaign models to the BI student cohort create a space to remove the stigma of ‘shame job’ and focus on ‘everyone deserves support, including you’.	GBV and Student Complaints Coordinator/ Director Student Experience / Manager Student & Residential Services/ GBV Committee	Q2 2027

Gender-based violence responses are safe and timely

	Action	Responsible	Timeline
5.1	Ensure timely resolution of processes, including appeals to align with the timeframes specified in the Code, and increased communication to disclosers and reporters during formal report processes, including an accountability mechanism. *All Formal Reports will be investigated and finalised within **45 business days** from commencement, except where a documented extension is required. Appeals will be finalised within **20 business days**. Same day written notification will be provided to Discloser and Respondent when an investigation commences (Discloser notified first). Notification templates are in Annex B.*	GBV and Student Complaints Coordinator/ Senior Manager People and Culture	From 1 January 2026
5.2	Ensure disciplinary outcomes are provided on same day to discloser and respondent as required by applicable Policy and Procedure. Discloser to be advised of right to make internal and/or external complaint (including to National Student Ombudsman).	GBV and Student Complaints Coordinator	From 1 January 2026
5.3	Update applicable policies as required for compliance with Code in relation to appeals to provide for extensions of time to finalise appeals only where required in particular context, written notice of appeal lodgement to disclosers within 2 business days.	Director Corporate Governance and Risk Office	From 1 January 2026
5.4	Use Batchelor Institute's Cultural Framework to build cultural safety into trauma-informed practices.	GVB and Student Complaints Coordinator/Office of Elder/Director Student Experience/ Manager Student & Residential Services	Q2 2027

5.5	Introduce a short feedback mechanism to gauge experience of the process, rather than just compliance, ensuring the person centred approach is appropriate.	GVB and Student Complaints Coordinator/ People and Culture / Director Student Experience/ Manager Student & Residential Services	Q1 2027

Use evidence to approach, measure change and contribute to the national evidence-base

	Action	Responsible	Timeline
6.1	Engage in consultation with students and employees from vulnerable groups, diverse experiences and lived experience of Gender-based Violence to identify emerging issues, gaps or needs, and appropriate responses.	*People and Culture /Director Student Experience / Manager Student & Residential Services /GBV* and Student Complaints Coordinator	Q2 2027
6.2	Develop a data governance and reporting improvement plan and dashboard for reporting to Institute Council including to inform training, awareness, disclosures and reports, investigations, case outcomes, and cultural change. Ensure plan includes student accommodation, where applicable.	*GBV* and Student Complaints Coordinator*/ Director Corporate Governance and Risk*	Q4 2026
6.3	Monitor and evaluate trends in data over time to review progress and inform adjustments to the Plan, ensuring analysis is communicated with staff, students and partners.	*GBV* and Student Complaints Coordinator*/ People and Culture*	Quarterly from Q2 2026
6.4	Maintain data on the number and proportion of students, leadership and staff who undertake training; collect data (eg, conduct pulse surveys) to track student/staff awareness and understanding of gender-based violence	*GBV* and Student Complaints Coordinator	From 1 January 2026

Student accommodation is safe for all students and staff (where relevant)

	Action	Responsible	Timeline
7.1	Ensure Affiliated Accommodation providers have policies explicitly addressing respectful conduct, disclosure pathways, and trauma-informed reporting pathways and support services.	Director Corporate Governance and Risk Office/ Director Student Experience	From Q2 2027
7.2	Ensure risk assessments and support plans are implemented for Residential student disclosers within 48 hours of receiving a disclosure or formal report to protect the safety of the discloser and other residents. Maintain accommodation risk register; implement immediate mitigations.	Director Student Experience / Manager Student & Residential Services / Team Leader Travel Services	Q3 2026
7.3	Ensure adequate support is available to residents out of ordinary business hours, whether from staff at the student accommodation or an after-hours / on-call service.	Director Student Experience / Manager Student & Residential Services / Team Leader Travel Services	Q1 2027
7.4	Conduct annual compliance audits and review protocols for the relocation of the respondent to alternative accommodations.		Annually from 2027

6. Outcomes Framework

Outcome	Sub-outcomes	Indicators	Measures (of impact or progress)
Effective governance and a whole-of-organisation approach, prioritising safety and support, in the prevention of and response to gender-based violence	Completion of a whole-of-organisation risk assessment to identify enablers and barriers to preventing gender-based violence	Risk assessment completed and endorsed	100% completion of risk assessment by end of 2026
		Recommendations integrated into planning documents	Inclusion of recommendations in the 2028 BIITE Gender-Based Violence Prevention and Response Action Plan

	University leaders complete training on gender-based violence and response protocols	Percentage of university leaders who have completed training	At least 95% completion rate by end of 2026
	Public commitment to gender-based violence prevention and transparent reporting of related incidents	Annual publication of gender-based violence data and prevention commitments on BIITE website	Data and commitments published annually on BIITE website
	Whole-of-organisation communications plan developed and implemented	Communications plan endorsed and rolled out across BIITE	Completed by Q4, 2026
	Accountable governance structure established and maintained.	Establishment of dedicated GBV Project Officer/sub-committee	Position description/Terms of Reference and minutes of meetings
		Compliance dashboard developed and maintained.	Compliance dashboard reports to Council.
	Policies reviewed and aligned with Code.	All relevant Policies updated within 12 months	Policy tracker
Environments are safe, and systems continuously improve to prevent and respond to gender-based violence	Implementation of safer recruitment systems and declarations.	100% compliance with declarations	P&C Reports/dashboard
		Substantiated allegations of GBV are considered before any decision to promote, reward or recognise an employee	P&C Reports
		All new hires are screened	P&C Reports/dashboard
	Policies for managing gender-based violence reviewed and updated every three years	Policy documentation review dates	100% compliance by Q4, 2028

Build knowledge and capability to safely and effectively prevent and respond to gender-based violence	Co-designed awareness raising campaigns with students, including focus on high-risk groups	Students have increased awareness and confidence in accessing support services and understanding the process	Student survey results
	Integration of gender-based violence prevention modules into student orientation and preparation program	Percentage of HE orientation and preparation programs with integrated modules.	100% by Q4
	Embedding gender-based violence education into targeted courses across disciplines	Percentage of HE courses with embedded gender-based violence education	
		Percentage of VET courses with embedded gender-based violence education	
	Embed trauma-informed, person-centred and culturally responsive disclosure response training for staff likely to receive disclosures and all student leaders.	Trauma-informed, person-centred disclosure-response training content developed	Training content
		Training delivered across programs with evaluations showing increased confidence and competence, and feedback demonstrating trust in response processes and support services.	De-identified disclosure response feedback summaries
	Deliver targeted gender-based violence risk	Training needs analysis completed.	Dashboard reports; staff feedback

	assessment and response training for staff in specialised roles, refreshed at least every three years.	Targeted training program launched	Dashboard reports; staff feedback
	Actively engage in and promote NT wide campaigns such as: No More, International Women's Day and Reclaim the night march		
Responses and support services are safe and person-centred	Investigations completed within timeframes	All investigations completed within 45 days	Data reporting, dashboard reports
	Implement the Educating for Equality and Respect (HE) and Equality in TAFE programs in partnership with Our Watch, ensuring diverse representation in prevention leadership.	Program integrated across relevant domains	Programs evaluation progress reports.
Gender-based violence responses are safe and timely	Establish a gender-based violence data governance framework that defines roles, responsibilities and protocols for data collection, analysis and reporting, incorporating privacy, transparency and cultural safety principles.	Framework developed	Framework document
Gender-based violence responses are safe and timely	Collect data from disclosures and complaints using trauma informed processes and use findings to inform updates to policies, practices, education and support services.	Framework implemented and used consistently.	
		Trauma informed data collection and analysis protocols are established.	Data collection protocol/policy
Use evidence to approach, measure change and contribute to the national evidence-base	Trauma-informed, person-centred consultation schedule developed to engage diverse cohorts and	Data from disclosures and complaints are analysed using the protocols.	Insights and improvement report

	lived experience voices to inform Institute prevention and response activities and plan.	Consultation feedback incorporated into Plan reviews and updates	Community involvement
	Completion of annual report on data		Annual report
	Student Services staff have completed declarations	Staff declarations completion rate	P&C Reports
	Student services staff have completed training	Staff training completion rate	
	Compliance with safety and risk assessments, reporting and support pathways for student disclosures	Risk and safety assessment conducted within 48 hours.	Number of risk and assessments in relation to number of disclosures and reports
Student accommodation is safe for all students and staff	Affiliated and third-party accommodation and security providers compliant with code.		
	Prevention and response toolkit distributed to affiliated/third-party accommodation and security providers	Toolkit distributed	100% distribution to target group by Q3 2026

7. Gender Equality Action Plan/s

If you have an existing Gender Equality Action Plan/s, complete the following table:

Name and tenure:	Respect and Equality Action Plan 2026 -2029
Authorising agency:	Batchelor Institute Council
Revision commitments:	The next scheduled revision is reportable to the Batchelor Institute Council on 30 January 2027.