

Policy and Procedure: Student Support, Diversity, Inclusion, Cultural Safety, Anti-Vilification and Wellbeing

Quality Area: VET Student Support

Standards Covered: 2.3, 2.4, 2.5, 2.6 – *Standards for RTOs 2025*

Purpose

This policy ensures that every student at Alpha Institute has fair, equitable, and meaningful access to learning and support throughout their training journey. It aims to remove barriers, promote diversity and inclusion, and identify and address wellbeing needs so that all learners can successfully progress through their studies in a safe, respectful, and inclusive environment.

Rationale

Under the Standards for RTOs 2025, Alpha Institute is required to:

- Provide effective and appropriate student support services;
- Implement reasonable adjustments for learners with disability;
- Promote a culture of diversity, inclusion, and respect; and
- Establish strategies to support student wellbeing that reflect the characteristics and needs of its cohort.

These actions uphold national compliance obligations and align with key legislative frameworks, including the Disability Standards for Education 2005. They also strengthen equity, engagement, and completion outcomes across the Institute's training programs.

Policy Statement

Alpha Institute is committed to fostering a learning environment where all students are valued, respected, and empowered to succeed. The Institute recognises that students come from diverse cultural, social, religious, and educational backgrounds, and that inclusive and responsive practices are essential to their success.



This policy outlines a proactive, student-centred approach to delivering support and wellbeing services. It ensures that reasonable adjustments are made where necessary and that diversity and inclusion principles are embedded into all areas of delivery.

Support is tailored to meet individual needs — including those relating to language, literacy, numeracy, disability, mental health, religious identity, or socio-economic disadvantage. Staff are trained to identify challenges early, apply inclusive practices, and escalate wellbeing concerns appropriately.

Alpha Institute promotes a discrimination-free environment where all individuals are treated with dignity and fairness, consistent with Commonwealth and state anti-discrimination legislation. This includes the Disability Discrimination Act 1992, Racial Discrimination Act 1975, Sex Discrimination Act 1984, and Age Discrimination Act 2004.

Wellbeing is supported through orientation, flexible learning arrangements, structured interventions, and transparent referral processes. Additional protections are provided for vulnerable learners, international students, and students under 18 in accordance with the National Code 2018 and the Standards for RTOs 2025.

Continuous review, feedback mechanisms, and monitoring of support outcomes ensure that this policy remains effective, compliant, and responsive to student needs.

Antisemitism Prevention and Response

Alpha Institute maintains a zero-tolerance approach to antisemitism in any form. Antisemitism includes hostility, discrimination, harassment, stereotyping, exclusion, intimidation, or vilification directed toward Jewish individuals, groups, or institutions based on religion, ethnicity, cultural identity, or perceived association. The Institute is committed to ensuring that Jewish students, staff, and visitors feel safe, respected, and supported within all learning environments. Any reports of antisemitic behaviour will be treated seriously, investigated promptly, and addressed in accordance with the Institute's complaints, misconduct, and disciplinary procedures. Staff receive training to recognise antisemitism and respond appropriately, and students are encouraged to report incidents without fear of victimisation.

Anti-Vilification and Respectful Conduct

Alpha Institute prohibits vilification, hate speech, or behaviour that incites hatred, serious contempt, or severe ridicule against individuals or groups based on protected attributes,

including race, religion, ethnicity, gender identity, disability, sexual orientation, nationality, or cultural background. The Institute promotes respectful communication and inclusive learning environments that uphold dignity and safety for all learners. Any form of verbal, written, digital, or physical vilification will be addressed through formal reporting mechanisms and may result in disciplinary action. Awareness programs and staff training reinforce respectful behaviour and promote early intervention where inappropriate conduct is identified.

Scope

This policy applies to all students and prospective students of Alpha Institute, all staff involved in training, assessment, administration, and support, and all delivery sites and third-party partners.

Definitions

Access and Equity: Policies and strategies that ensure all learners can participate in and benefit from training, regardless of their background or personal circumstances.

Diversity: Recognition and respect for differences such as culture, age, gender, disability, language, religion, ethnicity, and learning styles.

Inclusion: Creating learning environments that support equal participation and respect for all learners.

Reasonable Adjustment: Modifications to training or assessment that enable participation without compromising competency outcomes.

Training Support Services: Resources and assistance that enhance learning success, including LLN support, academic help, and technology access.

Wellbeing Support Services: Physical, emotional, or mental health assistance, including referral to professional or community services.

Antisemitism: Hostility, discrimination, or prejudice directed against Jewish individuals or groups based on religion, ethnicity, or cultural identity.

Vilification: Public behaviour that incites hatred, serious contempt, or severe ridicule against individuals or groups based on protected attributes.

Cultural Safety: An environment where individuals feel respected and safe to express their cultural identity without fear of discrimination, harassment, or marginalisation.

Responsibilities

Chief Executive Officer: Provides overall oversight and ensures adequate resources for implementation.

Academic and Compliance Manager: Oversees anti-discrimination and vilification investigations, reviews support delivery, and ensures regulatory compliance.

Trainers and Assessors: Identify support needs, apply adjustments, and refer students to support services.

Student Services Team: Coordinates wellbeing support, manages referrals, and maintains confidential records.

All Staff: Promote respect, inclusion, and cultural safety, intervening or escalating any discrimination, harassment, antisemitism, vilification, or wellbeing concerns.

All trainers and staff participate in annual professional development focused on inclusive practice, student wellbeing, cultural safety, and respectful communication strategies tailored to learner cohorts.

Legislative and Regulatory Requirements

This policy supports compliance with:

Standards for RTOs 2025

Standard 2.3: Students have access to support and staff assistance to aid progress.

Standard 2.4: Reasonable adjustments are provided to ensure equitable access for students with disability.

Standard 2.5: The learning environment values and supports diversity.

Standard 2.6: Wellbeing needs of students are identified and supported through targeted strategies.

Legislation

- Disability Standards for Education 2005
- National Vocational Education and Training Regulator Act 2011
- Disability Discrimination Act 1992 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Age Discrimination Act 2004 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)

Additional Legislative References

This policy also aligns with legislative protections relating to discrimination, vilification, and cultural safety, including:

- State and Territory Anti-Discrimination and Anti-Vilification legislation
- Work Health and Safety legislation relating to psychological safety
- Human rights and equal opportunity legislation applicable to education providers

Procedure

Identifying Support Needs

Support needs are identified at enrolment using a Support Needs Identification Form and, where applicable, a Language, Literacy, Numeracy, and Digital (LLND) assessment. Students are encouraged to disclose any disability, wellbeing, or cultural support needs either at enrolment or throughout their course.

Providing Support Services

During orientation, students are informed of the available support services, including academic assistance, LLN programs, wellbeing referrals, cultural support, and IT help. Trainers and support staff respond to requests within two business days. Complex cases are managed through a Student Support Meeting, with actions documented in a formal Support Plan.

Monitoring Student Progress

Student engagement is tracked continuously by trainers and reviewed by the Academic and Compliance Manager. Where risk indicators emerge (e.g., poor attendance or late submissions), additional support measures are implemented promptly.

Reasonable Adjustments

Adjustments are developed collaboratively between the student, trainer, and Academic and Compliance Manager. Modifications may include flexible assessment arrangements, extended timeframes, or adapted materials. All adjustments are documented and reviewed at least every six months.

Access and Equity



Alpha Institute actively removes participation barriers related to cultural, linguistic, religious, or socio-economic disadvantage. All learning materials are reviewed annually to ensure inclusive language, cultural respect, and accessibility.

Cultural Safety and Inclusive Learning Environments

Alpha Institute actively promotes cultural safety by ensuring that all learners, including First Nations students, culturally and linguistically diverse (CALD) students, and those from minority faith communities, feel respected, valued, and free from discrimination or cultural harm. Cultural safety is defined as an environment where individuals feel secure in expressing their cultural identity without fear of prejudice or marginalisation. Staff undertake ongoing cultural awareness and inclusion training to support respectful communication, culturally appropriate teaching practices, and recognition of diverse cultural values, traditions, and perspectives within teaching, assessment, and student support activities.

Promoting Wellbeing

Wellbeing strategies focus on emotional resilience, peer connection, and motivation. Students are provided with clear information on internal and external wellbeing resources and encouraged to seek help early.

Referral and Crisis Support

Students in need are referred to local or national support agencies, including:

- Lifeline (13 11 14)
- Kids Helpline (1800 551 800)
- Reading and Writing Hotline (1300 655 506)
- Centrelink and Legal Aid services

Responding to Antisemitism, Vilification, or Cultural Harm

All staff and students are responsible for reporting incidents of antisemitism, vilification, or culturally unsafe behaviour as soon as practicable. Reports may be submitted verbally or in writing to the Student Services Team or Academic and Compliance Manager. All incidents will be recorded confidentially and investigated in accordance with the Institute's Complaints and Appeals Policy. Interim support will be offered to affected individuals, including counselling referral, academic support, or safety planning where required. Outcomes may include mediation, education, disciplinary action, or referral to external authorities where appropriate. Records of incidents are reviewed periodically to identify trends and inform continuous improvement.

Support for Overseas Students

International students receive orientation on support services, visa rights, emergency contacts, and accommodation. Support measures align with the National Code 2018 and include additional protections for under-18 learners.

Continuous Improvement

Support services are evaluated annually through student feedback, staff consultation, and audit data. Identified improvements are documented in the Continuous Improvement Register.

Procedure Summary Table

Step	Action	Responsibility	Timeframe	Record / Tool
1	Identify support needs (LLND, disability, wellbeing, cultural or religious needs)	Admin / Trainer	At enrolment	LLND Tool, Enrolment Form, Support Needs Identification Form
2	Develop tailored strategies and reasonable adjustments	Trainer / Support Officer	Within 5 business days	Support Plan, Adjustment Record
3	Deliver and monitor support interventions	Trainer / Support Officer	Ongoing	Support Log
4	Provide wellbeing, diversity, and cultural safety information	Trainer / Admin	At orientation	Student Handbook, Orientation Materials
5	Refer to internal or external services where required	Trainer / Admin	Within 3 business days	Referral Form
6	Record and respond to incidents of discrimination, antisemitism, vilification, or cultural harm	Trainer / Student Services / Academic & Compliance Manager	Within 2 business days of report	Incident Report Form, Complaints Register
7	Monitor and review cultural safety, wellbeing, and support effectiveness	Academic & Compliance Manager	Quarterly	Feedback Forms, Incident Reports, Continuous Improvement (CI) Register

Policy Implementation



The policy is embedded across Institute operations through induction, professional development, student handbooks, and performance management. Staff are responsible for maintaining compliance and contributing to inclusive practice at all times.

Monitoring and Evaluation

This policy is reviewed annually as part of Alpha Institute's quality assurance framework.

Monitoring includes student feedback, internal audits, and analysis of support records. Findings inform continuous improvement actions and updates to staff training.

Associated Documents

- Course Guide / Information Sheets
- Enrolment and Orientation Feedback Form
- LLND Assessment Tool
- Referral and Alternative Pathway Record
- Support Needs Identification Form
- Orientation Attendance Record
- Continuous Improvement Register
- Student Code of Conduct
- Complaints and Appeals Policy

CRICOS Addendum

Purpose

This addendum ensures compliance with National Code Standard 6, which requires CRICOS providers to deliver culturally appropriate orientation, academic, and wellbeing support to international students.

CRICOS-Specific Obligations

In addition to Standards 2.3–2.6, CRICOS providers must:

- Provide structured, culturally sensitive orientation sessions;
- Ensure international students can access academic, personal, and wellbeing services;
- Train staff to recognise and refer wellbeing or academic risks promptly.

Recordkeeping Requirements

CRICOS providers must retain:

- Orientation Checklists
- Support Referral Registers
- Welfare Contact Notes (if applicable)