

Student Wellbeing and Safety Policy

PURPOSE

This policy sets out Vocational Training Services' commitment to supporting the wellbeing and safety of students and to maintaining learning environments that are safe, inclusive and supportive of student participation, engagement and success.

It outlines the principles and organisational approach used to identify student wellbeing and safety needs, provide appropriate support, and respond to concerns in accordance with the [National Vocational Education and Training Regulator \(Outcome Standards for NVR Registered Training Organisations\) Instrument 2025](#).

Vocational Training Services is part of Keystone Training Group.

SCOPE

This policy applies to:

- all students enrolled with the RTO
- all learning environments, including classrooms, online learning platforms, practical training environments and work placement settings
- all employees, trainers, assessors, contractors and representatives who interact with students.

This policy should be read in conjunction with the **Student Support Policy**.

POLICY STATEMENT

Vocational Training Services (VTS) is committed to supporting student wellbeing and safety through learning environments that are inclusive, respectful and responsive to individual needs. The RTO recognises that students may experience circumstances that affect their participation in training and assessment, including personal, health, cultural, social or study-related factors.

Vocational Training Services will take reasonable steps to identify relevant needs, provide appropriate support within its scope, and respond to concerns in a timely and responsible manner, including referral where further assistance is required.

POLICY

Safe and Supportive Learning Environments

The RTO will:

- maintain learning environments that promote student wellbeing and safety across all delivery settings, including classrooms, online learning environments, workplaces and practical training environments
- support positive, respectful and safe interactions between students, staff and other participants
- promote environments in which students feel safe to participate, seek support and raise concerns
- address behaviour that threatens the safety, wellbeing or participation of others in accordance with relevant organisational policies and procedures.

Behaviour expectations are addressed through the **Student Code of Conduct** and the **Respectful Behaviour and Conduct Policy**.

Diversity, Inclusion and Student Participation

The RTO values the diversity of its student cohort and will promote inclusive learning environments that support equitable participation in training and assessment.

The RTO will:

- recognise and respect diversity in culture, language, identity, background, ability, religion, age, gender, life experience and personal circumstances
- support students from culturally and linguistically diverse (CALD) backgrounds through clear communication, appropriate support and inclusive practices
- support neurodivergent students through inclusive learning practices, reasonable adjustment where appropriate, and responsive engagement with individual needs
- support students with disability, health conditions, caring responsibilities, or other barriers that may affect participation
- promote culturally safe practices for Aboriginal and Torres Strait Islander students
- foster fair, respectful and inclusive participation for all students in accordance with the **Access, Equity and Inclusion Policy**.

Identification of Student Wellbeing and Safety Needs

Student wellbeing and safety needs may be identified through interactions with students across the student lifecycle.

The RTO will identify needs through:

- pre-enrolment and suitability processes
- language, literacy, numeracy and digital capability assessment where relevant
- trainer and assessor engagement with students
- student disclosures, feedback or support requests
- observations relating to attendance, participation, behaviour, progress or engagement
- incidents, complaints, concerns or other information raised through organisational processes.

Where needs are identified, reasonable steps will be taken to provide support, implement appropriate adjustments within scope, or refer students to suitable internal or external services in accordance with the **Student Support Policy** and **Student Progress and Support Procedure**.

Student Support and Wellbeing Services

Access to student support services is an important component of student wellbeing, safety and participation.

Support services may include:

- learning support and academic assistance
- language, literacy, numeracy and digital support
- reasonable adjustment for students with disability, medical conditions, mental health concerns, neurodivergence or other identified needs
- information about financial, community, health or wellbeing services
- referral to internal or external wellbeing, counselling or support services where appropriate.

Information about available support services will be provided during enrolment, induction and throughout training in accordance with the **Student Support Policy**.

Responding to Wellbeing and Safety Concerns

Student wellbeing and safety concerns will be addressed in a timely, respectful and responsible manner.

Responses to concerns may include:

- providing information, guidance or support to students
- referral to internal or external support services where appropriate
- implementing reasonable support strategies or adjustments within the RTO's scope of service
- addressing immediate safety concerns in accordance with relevant organisational policies and procedures
- escalating urgent risks through appropriate reporting pathways
- maintaining confidentiality and privacy in accordance with legal, safety and organisational requirements.

General wellbeing concerns will be managed through support, referral and appropriate follow-up. Concerns involving immediate safety risks, child safety matters, hazards, incidents, or behaviour that threatens safety or wellbeing will be managed in accordance with the relevant organisational policy or procedure.

Incidents involving child safety are managed in accordance with the **Child Safety Incident and Reporting Procedure**.

Health and Safety

Training environments will be maintained in accordance with work health and safety requirements.

Safe learning environments are supported through:

- appropriate facilities, equipment and learning resources
- staff compliance with safety procedures and instructions
- communication of relevant safety requirements to students
- encouraging students to report hazards, incidents or safety concerns
- investigation of incidents and implementation of corrective actions where required.

Health and safety incidents are managed in accordance with organisational safety procedures and the **Work Health and Safety Policy**.

Student Behaviour and Safety

Student wellbeing and safety are supported through clear behaviour expectations within learning environments.

Students are expected to:

- follow safety instructions and training requirements
- participate responsibly in training and assessment activities
- behave respectfully toward staff and other students
- avoid behaviour that threatens the safety, wellbeing or participation of others
- raise concerns or seek support where required.

Student behaviour expectations are outlined in the **Student Code of Conduct**.

Quality Management

This policy forms part of our **Quality Management System (QMS)**. It is reviewed annually in accordance with the **Internal Audit Procedure** and is supported by ongoing quality assurance activities. Additional reviews may occur based on risk, feedback, or regulatory change.

Records related to this policy must be maintained as per the **Records Management Policy**. Documents must be version-controlled, stored in approved systems, and retained for audit, compliance, and quality assurance purposes.

Non-compliances, risks, issues and improvements are recorded and addressed in line with the **Continuous Improvement Policy**. Staff are encouraged to submit a **Continuous Improvement (CI) Request** to raise concerns or suggest improvements.

RESPONSIBILITIES

Leadership and Management	<ul style="list-style-type: none">• Ensure systems, resources, and organisational practices support student wellbeing and safe learning environments.• Monitor wellbeing risks and oversee appropriate responses or improvements where required.• Ensure staff understand their responsibilities for supporting student wellbeing and responding to safety concerns.
Employees	<ul style="list-style-type: none">• Maintain safe, respectful and inclusive learning environments• Identify, respond to and escalate wellbeing or safety concerns where appropriate• Support students within the scope of their role and refer students to appropriate support services when required• Follow organisational procedures when responding to safety, behaviour, child safety or wellbeing issues• Apply inclusive practices and respond respectfully to the diverse needs of students, including students from CALD backgrounds, neurodivergent students, students with disability and students experiencing personal or wellbeing-related barriers.
Students	<ul style="list-style-type: none">• Follow safety instructions and participating responsibly in training activities.• Treat others respectfully.• Raise concerns or seek support where required.• Comply with the Student Code of Conduct.

DEFINITIONS

Access and Equity	Principles that ensure fair treatment, inclusive practices, and removal of barriers so individuals can participate equitably in employment, training, assessment, and support services.
Culturally and Linguistically Diverse (CALD)	People from diverse cultural, ethnic, linguistic and religious backgrounds, including those whose language, culture or life experience differs from the dominant English-speaking Australian context.
Inclusion	The creation of environments where individuals feel respected, valued, and able to participate fully, regardless of background or personal characteristics.
Neurodivergent	People whose cognition, learning, communication, sensory processing or behaviour differs from what is typically expected, including people with autism, ADHD, dyslexia and other neurological differences.
Reasonable Adjustments	Any adjustments for a VET student with a disability made by an NVR registered training organisation in a manner consistent with the <i>Disability Standards for Education 2005</i> .
Registered Training Organisation (RTO)	A training provider registered by a state or national regulatory body, authorised to deliver and assess nationally recognised training in Vocational Education and Training (VET).
Student	Person receiving training and/or assessment services provided by an RTO, or by a third party on their behalf, and includes learners, participants, candidates and trainees.
Student Wellbeing	The overall physical, emotional, psychological, social and cultural wellbeing of a student, as it relates to their ability to participate safely and effectively in training and assessment.
Training Support Services	Services and resources designed to support and skill VET students to meet training product requirements and complete the training product in which they are enrolled.
Wellbeing Concern	Any issue, circumstance, disclosure, behaviour or observed indicator that suggests a student may require support to protect their wellbeing, safety, participation or progress.
Wellbeing Support Services	Support services and resources to assist with VET students' physical, mental, and emotional wellbeing.

RELATED DOCUMENTS

Internal

Policies	<p>Access, Equity and Inclusion Policy</p> <p>Child Safety and Wellbeing Policy</p> <p>Complaints and Feedback Policy</p> <p>Respectful Behaviour and Conduct Policy</p> <p>Student Code of Conduct</p> <p>Student Support Policy</p> <p>Work Health and Safety Policy</p>
Procedures	<p>Child Safety Incident and Reporting Procedure</p> <p>Student Progress and Support Procedure</p>
Guides	<p>Student Handbook</p> <p>Third-Party Student Handbook</p>
Systems	<p>Canvas LMS</p> <p>Quality Management System (QMS)</p> <p>Student Management System (SMS)</p> <p>Student Support Directory</p>

External

Legislation and Regulatory Instruments	<p>Vocational Education and Training Act 1996</p> <p>Vocational Education and Training (General) Regulations 2009</p>
Guidance and Resources	<p>TAC: Outcome Standards – Registration Standards 2025</p> <p>TAC Fact Sheet: Supporting Student Wellbeing, Diversity and Inclusion</p> <p>TAC Fact Sheet: VET Student Support-Information, Enrolment and Suitability of the Training Product</p> <p>TAC Fact Sheet: Reasonable Adjustment and Inclusive Practice</p>