



Signature Training College

RTO Code: 32000

Staff & Student Health & Wellbeing Policy & Procedure

Document Control

Version	Date	Approved by	Next Review	Author
1.0	1 July 2025	CEO, Signature Training College	1 July 2026	Dylan Owen – Compliance Consultant

1. Purpose

The purpose of this policy is to articulate Signature Training College’s commitment to the physical, mental, emotional, and social wellbeing of staff and students. The policy establishes the principles, responsibilities, and procedures by which wellbeing is fostered, supported, monitored, and continuously improved. It helps the College meet its regulatory and quality obligations under the **Standards for RTOs 2025**, especially *Standard 2.6 (wellbeing)* and associated student support obligations.

This policy supports an environment in which all staff and students can engage, learn, work, and contribute in a respectful, safe, and supportive setting.

2. Scope

This policy and associated procedures apply to:

- All employees, contractors, trainers, assessors, and volunteers of Signature Training College
- All enrolled students (domestic and international)
- All modes of delivery (face-to-face, blended, online, workplace-based)
- All physical premises, digital platforms, and third-party / host venues used for training or assessment

It also applies in contexts where students are on placement, internships, or in worksites arranged by the RTO or its partners.

3. Policy Statement

Signature Training College recognises that wellbeing is integral to effective learning, engagement, and performance. The College will:

1. Promote positive physical and mental health among staff and students.



2. Encourage open communication about wellbeing and safety concerns.
3. Identify and manage risks to health and wellbeing through proactive practices.
4. Recognise that health and wellbeing are fundamental to engagement, retention, learning success and organisational culture.
5. Proactively identify wellbeing needs of its staff and student cohorts and put in place appropriate strategies and supports.
6. Ensuring that staff and students are informed about available wellbeing support services (internal or external) and how to access them.
7. Provide reasonable adjustments and flexibility to support individuals experiencing health, personal, or psychological challenges.
8. Maintain confidentiality, privacy and dignity in all wellbeing-related interactions.
9. Foster inclusive, respectful, culturally safe and non-discriminatory environments, free from bullying, discrimination and harassment.
10. Monitoring, reviewing, and improving wellbeing practices in response to feedback, risk analyses and changes in regulatory or sector expectations.

4. Principles & Key Concepts

These principles guide implementation:

- **Holistic & Individualised Support:** Recognising learners and staff face diverse life contexts and challenges; support approaches should be responsive and tailored.
- **Prevention & Early Intervention:** Encourage early detection of issues and timely action rather than reactive resolution.
- **Confidentiality & Consent:** Respect for privacy; information is managed securely and disclosures are only shared with consent or where required by law.
- **Equity, Diversity & Cultural Safety:** Acknowledge and value diverse backgrounds (including Indigenous learners, CALD, LGBTQIA+, learners with disability) and embed culturally safe practices.
- **Accessibility & Flexibility:** Ensure reasonable adjustments and accommodations so that health or life challenges do not unfairly disadvantage participation.
- **Shared Responsibility & Awareness:** All members of the College community have a role in noticing, supporting, and referring wellbeing concerns.
- **Continuous Improvement & Reflective Practice:** Use data, feedback, and incident review to refine wellbeing systems.



5. Regulatory & Standards Context (Rationale)

- Under Standards for RTOs 2025, *Standard 2.6* requires RTOs to identify the wellbeing needs of the student cohort and put strategies in place to support those needs.
- RTOs must ensure that information about wellbeing support services is readily available and accessible to students.
- Under *Standard 4.3d*, when the RTO delivers training to under-18 learners, it must manage risks to those learners' safety and wellbeing consistent with child-safe principles.
- ASQA's Practice Guide on Wellbeing offers illustrative strategies and cautions for implementation.
- The RTO must ensure staff are aware of the wellbeing strategies and able to apply them in practice (i.e. staff training, embedding in culture).
- RTOs are required to align their practices with student support expectations under *Standards 2.3, 2.4, 2.5*, as well as wellbeing.

6. Roles & Responsibilities

Role	Responsibilities
CEO / RTO Manager	Provide leadership, allocate resources, ensure compliance.
Wellbeing Support Officer	Coordinate wellbeing programs, receive alerts, manage referrals, maintain confidentiality.
Trainers and Assessors	Promote supportive classrooms, identify early signs, complete Wellbeing Alert Forms.
HR Officer	Administer staff wellbeing initiatives and EAP.
Students	Care for their own wellbeing, seek help early, act respectfully.
All Staff	Model respectful behaviour, participate in wellbeing activities, report risks.

7. Procedures

7.1 Pre-enrolment & Onboarding / Induction

1. **Pre-training review / student interview**
 - As part of enrolment, conduct a pre-training review or interview to identify potential barriers, health or wellbeing support needs, learning adjustments, or external constraints.



- Capture relevant information (with consent) to inform support planning.

2. Induction / Orientation

- During induction, furnish all students (and staff where relevant) with wellbeing information: support services, escalation pathways, crisis contacts, and the role of the *Wellbeing Support Officer*.
- Require acknowledgment (e.g. via checklist or signature) that the student has received and understood the wellbeing contact information.

3. Information & Awareness

- Provide accessible, regularly updated digital or printed materials (web pages, student portals, noticeboards) about wellbeing, mental health, study-life balance, stress management, and where to get help.

7.2 Identifying Wellbeing Issues / Early Intervention

1. Observation & Alerts

- Staff should be trained to notice signs such as: persistent absence, declining academic performance, withdrawal, emotional distress, conflicts, fatigue, or changes in behaviour.
- A '*Wellbeing Alert Form*' or flagging system should be used to record the observations.

2. Check-in / Triaging

- On detection or self-referral, the assigned staff (Trainer, Support Officer) should discreetly approach the person to offer support, listen, and assess whether referral is needed.

3. Triage & Logging

- Where needed, complete a triage log (confidential) capturing nature of concern, urgency, follow-up plan, and consent for further actions.

7.3 Support, Referral & Adjustment

1. Internal Support

- Where available and appropriate, the College may offer internal counselling, peer support, or wellness check sessions (if budget permits).
- Provide 'reasonable adjustments' to training and assessment (e.g. extended deadlines, alternative assessments, catch-up sessions) in consultation with the student, trainers, and Support Officer.



2. External Referral

- Where internal support is insufficient, refer to suitable external services (e.g. mental health counselling, community health services, crisis lines).
- Maintain a current directory of external support organisations (local, state, national) categorized by type (mental health, financial aid, legal, housing, domestic violence, etc.).

3. Crisis Response

- In emergencies (e.g. potential self-harm, violence, serious health incident), staff must follow emergency protocols (e.g. dial 000), ensure immediate safety, and notify managerial staff.
- Escalation to senior leadership or external authorities must be handled promptly and documented.

4. Follow-up & Monitoring

- After intervention or referral, the Support Officer or responsible staff should follow up with the individual (with consent) at agreed intervals to monitor progress or further needs.

5. Adjustment Review

- Review adjustments as needed; if health or life situation evolves, modifications may be renegotiated.

7.4 Confidentiality, Privacy & Consent

- All wellbeing and health-related information is treated confidentially and stored securely, in accordance with the Privacy Policy and relevant legislation.
- Information sharing should be limited to those who 'need to know' (e.g. Support Officer, management) and only with the individual's consent or where required by law.
- The individual should be informed of how their information is used, stored, and who it may be shared with before any referral or escalation.

7.5 Wellbeing Promotion & Culture

- Run periodic workshops, seminars, webinars, or awareness campaigns (e.g. stress management, mental health literacy, self-care, digital wellbeing).
- Schedule 'health checks' peer support sessions, or informal wellbeing sessions (e.g. coffee catchups).
- Encourage work-life balance practices, staff wellness initiatives (e.g. gym discounts, mindfulness sessions).
- Embed wellbeing into staff PD, meetings, and culture.



7.6 Escalation & Complaints Handling

- If a wellbeing incident or complaint arises (e.g. harassment, bullying, safety concern), follow the College's Complaints & Grievance Policy and Critical Incident Policy.
- Escalate significant risks to senior leadership or the CEO per the escalation matrix.
- Review response and outcomes to feed into continuous improvement.

7.7 Recordkeeping, Monitoring & Reporting

- Maintain a Wellbeing Register or log (secure, limited access) that records interventions, referrals, follow-ups, and outcomes (without identifying sensitive details unless needed).
- Periodically (e.g. quarterly or annually) analyse patterns or trends (e.g. recurring issues, high-risk courses, times of high demand).
- Include wellbeing metrics in the RTO's internal audits, risk register, and continuous improvement plans.
- Solicit feedback from staff and students on wellbeing initiatives (e.g. surveys, focus groups) and use feedback to refine practices.

7.8 Review & Continuous Improvement

- Review the policy and procedures annually (or after a serious incident).
- Involve students and staff in consultation during reviews.
- Benchmark best practices, incorporate sector guidance (e.g. from ASQA, TAC, VET bodies) and adjust as needed.
- Update external referral directories, training for staff, and awareness materials as new resources become available.

8. Implementation Considerations & Practical Notes

- **Scale & Complexity:** The depth and breadth of support systems should be suited to the size and resourcing of Signature Training College. Not all functions need to have full-time counsellors, but the pathways and referrals must be robust.
- **Third-Party / Host Venues:** If you use subcontractors, partner trainers, or host worksites, ensure they adopt or adhere to your wellbeing obligations (contractual clauses, training, integration).
- **Training for Staff:** Provide staff with regular professional development on mental health first aid, trauma awareness, culturally safe practice, and spotting wellbeing indicators.
- **Cultural Safety & Indigenous Learners:** Engage Aboriginal and Torres Strait Islander perspectives in wellbeing strategies and consider culturally safe support services.



- **Under-18 Students:** For learners under 18, embed child-safe principles and mandatory reporting obligations into your wellbeing procedures.
- **Digital / Online Learners:** For remote or blended delivery, ensure mechanisms exist to observe signs of disengagement (e.g. digital attendance, check-ins), and provide virtual wellbeing check-ins or counselling referral.
- **Crisis / Incident Preparedness:** Link this policy with the *Critical Incident Management Policy, Emergency Response Policy, and Complaints / Grievance Systems*.
- **Communication Strategy:** Regularly remind students and staff of support availability (emails, portals, posters).
- **Budget & Resources:** Allocate budget for external referrals, wellbeing events, staff training, and possibly an EAP (Employee Assistance Program) or contract counsellors.

9 Flowcharts

Flowchart 1 – Wellbeing Concern Pathway

Concern noticed



Private check-in with individual



Complete Wellbeing Alert Form



Submit to Wellbeing Support Officer



Assessment of concern



Low Risk High Risk Support & track Refer external Follow-up plan Crisis action



Record in Wellbeing Register



Follow-up & closure



Flowchart 2 – Crisis Escalation Pathway

Crisis identified (e.g. self-harm, violence, medical emergency)

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Ensure immediate safety

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Contact Emergency Services (000)

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Notify CEO and Wellbeing Support Officer

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Provide interim support and debrief

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Record in Wellbeing Register

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Review and continuous improvement

10 Appendices

Appendix A – Wellbeing Alert Form

Date	Staff/Student Name	Nature of Concern	Immediate Actions Taken	Referral/Support Plan	Staff Member Completing Form
e.g. 12/09/2025	e.g. Taylor Nguyen	e.g. Student appeared distressed and missed deadlines.	e.g. Checked in privately, offered support.	e.g. Referred to Wellbeing Support Officer for follow-up.	e.g. Jordan Smith (Trainer)



Date	Staff/Student Name	Nature of Concern	Immediate Actions Taken	Referral/Support Plan	Staff Member Completing Form

Instructions: Trainers and assessors must complete this form within 24 hours of identifying a wellbeing concern and forward it to the Wellbeing Support Officer for triage.

Appendix B – Wellbeing Register / Log

Ref. No.	Date	Name/ID	Summary of Concern	Action Taken	Follow-up Date	Outcome/Status	Notes
e.g. 001	e.g. 12/09/2025	e.g. T. Nguyen	e.g. Student reported burnout.	e.g. Referred to counsellor; flexible assessment granted.	e.g. 19/09/2025	e.g. Ongoing	e.g. Monitoring progress.



Appendix C – Quick Reference Wellbeing Guide

Internal Contacts

- **Wellbeing Support Officer:** [Insert Name/Email/Phone]
- **CEO / RTO General Manager:** Kamel Temsah

External Support Services

Service	Contact	Availability
Lifeline	13 11 14	24/7
Beyond Blue	1300 22 4636	24/7
Headspace	headspace.org.au	Youth Support
1800 RESPECT	1800 737 732	24/7
Emergency	000	Immediate
Parramatta Mission - Meals Plus	(02) 9891 2277, 119 Macquarie St, Parramatta NSW.	Monday to Friday Breakfast 8:00am – 9:00am Lunch 11:30am – 1:00pm Essentials and groceries are available during the afternoon.
Salvation Army – Parramatta	(02) 9635 6870	Emergency relief (food vouchers, bills help), general support; triaged via Salvos Connect, Mon–Fri 9–5
City of Parramatta – Local Emergency Relief (Listings)	https://www.cityofparramatta.nsw.gov.au/community/support-services/financial-fitness/local-emergency-relief-assistance	Wesley Mission, St Vincent De Paul, The Salvation Army, Jesuit Refugee Service, Anglicare, Christian Community Aid, Parramatta Mission, Cumberland Multicultural Community Services, Turbans 4 Australia, Hindu Council of Australia, Karabi Community and Development services, Hope Connect.

- **Confidentiality:** All information is handled under the *Privacy Act 1988*.
- **Encouragement:** Seek help early; Signature Training College is committed to a safe and caring environment.