

PP15 – Diversity, inclusion and wellbeing policy

1. Purpose

This policy ensures that AEATS provides a safe, inclusive, and culturally respectful learning environment that supports the wellbeing of all VET students, including First Nations students. It outlines how AEATS identifies the wellbeing needs of its student cohort and provides appropriate support, in line with Outcome Standards 2.5 and 2.6 of the Standards for RTOs 2025.

2. Scope

This policy applies to all students and staff across all areas of training delivery, assessment, student support, and operations. It applies to all training products delivered under the AEATS scope of registration.

3. Definitions

Term	Definition
Diversity	Recognition and respect for individual differences in culture, language, ethnicity, gender, age, disability, religion, and socioeconomic background
Inclusion	Creating equitable access and opportunities for all students to engage and succeed
Cultural Safety	An environment where individuals feel respected, valued and safe in expressing their cultural identity
Wellbeing Needs	Emotional, mental, physical, and social factors that affect a student's capacity to engage in learning
First Nations Peoples	Aboriginal and Torres Strait Islander people as the First Peoples of Australia

4. Legislative Reference

- Standards for RTOs 2025 – Outcome Standards 2.5 and 2.6
- National Vocational Education and Training Regulator Act 2011
- Racial Discrimination Act 1975
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 2010 (VIC) or equivalent

5. Policy Statement

AEATS is committed to:

- Fostering a safe, inclusive, and culturally safe learning environment
- Promoting respect for all individuals and cultural backgrounds

- Ensuring staff have cultural competence and uphold inclusive practices
- Identifying the wellbeing needs of students through training product requirements and student profiles
- Offering wellbeing support services suitable to the cohort's needs and actively informing students how to access them

6. Step-by-Step Procedure

Step	Action	Responsible
1	Include diversity and wellbeing values in all staff and trainer induction programs	Compliance Manager / HR
2	Embed inclusive and culturally safe practices into training delivery and support	Trainer / Support Officer
3	Provide cultural awareness and mental health professional development annually for staff	Compliance Manager
4	Identify wellbeing needs through student declaration and Trainer observation.	Trainer / Student Support Officer
5	List available wellbeing and crisis support services on the website	Managing Director
6	Inform students during orientation and in-class sessions about how to access support services	Trainer / Student Support Officer
7	Enable students to raise wellbeing or inclusion concerns confidentially	Student Support Officer
8	Investigate and resolve all concerns fairly and respectfully	Compliance Manager
9	Review effectiveness of inclusion and wellbeing practices annually	Compliance Manager

7. Related Documents

- Student Support page of website
- Wellbeing Services List
- Induction and Orientation Resources