



Policy Purpose

This policy outlines how staff at Axial Training can support the wellbeing of all students, ensuring equitable access, inclusive learning environments, and appropriate referral pathways. It aligns with the ASQA 2025 Standards, particularly focusing on learner support, engagement, and inclusive education.

1. Policy Statement

Axial Training is committed to creating a safe, inclusive, and supportive environment that promotes the wellbeing and success of all learners. Staff are expected to incorporate wellbeing strategies into their training and assessment practices and ensure learners have access to appropriate support services.

2. Scope

This policy applies to all trainers, assessors, education support staff, and third-party providers delivering training and assessment on behalf of Axial Training.

3. Objectives

The objective of this policy is to ensure that every student at Axial Training can participate fully in their learning through both proactive and responsive wellbeing strategies. The policy aims to:

- Promote inclusive, equitable access to training and assessment for all students.
- Embed holistic wellbeing support into the daily practice of trainers and assessors.
- Foster student success and retention through early identification and support.
- Provide clear guidance on referral pathways to internal and external services.
- Ensure that student dignity, safety, and autonomy are upheld across all engagement.

4. Trainer Responsibilities

Staff must:

- Identify and respond to students requiring additional support
- Embed wellbeing principles into training practices
- Promote a positive and inclusive learning environment
- Know when and how to refer students to internal or external support services



- Record and report concerns according to RTO policy

5. Wellbeing Support Categories & Trainer Guidance

5.1. Academic Support

Staff actions:

- Monitor student engagement and progress early and consistently
- Offer flexible support strategies such as extra revision or simplified resources
- Use diagnostic tools to assess LLN/D needs and refer where necessary
- Incorporate visual, verbal, and hands-on learning strategies to meet diverse needs

5.2. Mental Health & Emotional Wellbeing

Staff actions:

- Be alert to signs of stress, disengagement, or mental health struggles
- Create an emotionally safe space for learners to ask for help
- Encourage open conversations and normalise seeking support
- Refer to mental health first aiders or Student Support Officer where available

5.3. Cultural Safety & Inclusivity

Staff actions:

- Use inclusive language, examples, and teaching practices in all delivery and student interactions
- Respect and accommodate cultural practices, observances, and significant dates (for example, NAIDOC Week and recognised religious observances)
- Encourage cultural sharing, participation, and validation in the classroom in a respectful and voluntary manner
- Refer students to multicultural, wellbeing, or other appropriate support services where needed
- Actively promote an environment that is safe, respectful, and free from discrimination, harassment, bullying, and vilification
- Take reasonable steps to protect students from conduct or comments that may vilify, marginalise, or intimidate them on the basis of race, religion, culture, ethnicity, or belief



- Respond promptly and appropriately to incidents of racist or religiously discriminatory behaviour, including antisemitism, and report such matters in line with organisational policies and procedures
- Reinforce that antisemitism, Islamophobia, racism, and other forms of religious or cultural hatred are not acceptable in any learning or workplace-based training environment
- Support respectful discussion of diversity while ensuring no student is targeted, excluded, or made to feel unsafe because of their background, faith, or identity

5.4. Disability and Additional Needs

Staff actions:

- Identify learning or physical barriers early in the course
- Provide adjustments to assessment or delivery as required (with evidence/documentation)
- Develop tailored support plans where required
- Ensure classrooms and delivery platforms are accessible

5.5. Safety, Equity & Rights Awareness

Staff actions:

- Provide clear induction on student rights, responsibilities, and complaint processes
- Enforce zero-tolerance for bullying, discrimination, or harassment
- Be aware of child safety and duty of care obligations
- Escalate concerns to management

5.6. Health, Housing & Financial Referral Pathways

Staff actions:

- Be aware of signs of hardship (e.g., poor attendance, disengagement, disclosure)
- Approach students respectfully and discreetly when offering support
- Refer students to Student Support or external community services
- Never attempt to counsel students—always refer to professionals



6. Referral and Reporting Process

Identify: Observe signs or receive disclosures

Support: Offer immediate support and understanding

Refer: Direct the student to student support or the appropriate service

Record: Document any concerns and actions taken using RTO-approved systems

Follow-up: Where appropriate, check on the student's wellbeing and engagement

7. Universal Design

Axial Training is committed to embedding Universal Design for Learning (UDL) principles throughout all stages of training delivery and assessment. Specifically, we will:

- Design learning materials and environments that accommodate a range of learning preferences and abilities, reducing the need for individual adjustments.
- Implement sensory accommodations for neurodivergent students where practical.
- Ensure that reasonable adjustment procedures are clearly outlined, accessible, and actioned promptly for students with documented needs.
- Recognise and support the use of assistive technologies—such as screen readers, voice-to-text tools, and adaptive software—as standard learning tools where required.

8. Student Voice and Feedback

Axial Training values the voice of its students and actively engages with their feedback to improve wellbeing services and initiatives.

- Trainers and support staff will regularly invite student feedback via short surveys, check-ins, or focus groups conducted at least once per semester.
- Feedback channels will be accessible, confidential, and available in digital and non-digital formats.
- Concerns or suggestions raised by students regarding wellbeing will be formally reviewed within 30 days.
- Documented outcomes from student feedback will inform updates to support services, classroom practices, and staff training.

9. Related Documents

Access, Equity and Diversity Policy and Procedure

Language, Literacy and Numeracy Policy and Procedure

Student Support and Progression Policy and Procedure



Support Services Contact List

