

Diversity, Inclusion & Wellbeing Policy

1. Purpose

To create an inclusive and supportive learning environment where every student and staff member is valued. We actively celebrate diversity including First Nations peoples, people with disabilities, CALD learners, LGBTIQ+ individuals, neurodiverse people, and those from all backgrounds. Our commitment is to remove barriers, foster cultural safety, and promote wellbeing so everyone can thrive.

2. Standards

Standard 2.5 (Diversity and inclusion), Standard 2.6 (Wellbeing), Standard 2.4 (Reasonable adjustment), and Standard 2.7 (Feedback and complaints management).

3. Scope

This policy applies to all RTO staff, students, trainers and assessors involved in service delivery.

4. Policy Principles

- **Respect for Diversity:** ACES recognises and values the diverse backgrounds, identities, abilities, and experiences of all students and staff, including but not limited to, First Nations peoples, people with disabilities, culturally and linguistically diverse (CALD) learners, LGBTIQ+ communities, and neurodiverse individuals and those from any socioeconomic background.
- **Inclusive Practices:** All recruitment, enrolment, training, assessment, and support services are designed to be free from bias, accessible, and inclusive. ACES actively addresses systemic barriers, discrimination, and unconscious bias.
- **Cultural Safety:** ACES fosters a culturally safe environment by incorporating cultural perspectives, and providing flexibility for cultural obligations.
- **Wellbeing Support:** ACES proactively identifies the wellbeing needs of its student and staff cohorts and implements strategies to support mental, physical, and emotional health (counselling...).
- **Reasonable Adjustment:** ACES makes reasonable adjustments for students with disabilities to ensure equitable participation in training and assessment.
- **Continuous Improvement:** Feedback from students and staff is collected through surveys, complaints, and consultations to inform and enhance diversity, inclusion, and wellbeing initiatives.

5. Responsibilities

- **Leadership:** The CEO is accountable for policy implementation and compliance and oversees ongoing review and improvement.
- **Staff:** Staff, trainers, and assessors are required to complete training in cultural safety, inclusive practices, and mental health awareness.
- **Students:** Students are encouraged to engage with support services and communicate their needs to ACES.

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6. Implementation

- **Inclusive Recruitment & Enrolment:** Marketing and enrolment processes are accessible and welcoming to all students. Students are interviewed to identify their needs prior to enrolment.
- **Training & Assessment:** Course materials and delivery methods are reviewed to ensure cultural relevance and accessibility. Reasonable flexibility is offered to accommodate cultural or personal needs.
- **Support Services:** Students are informed of available support services at enrolment and throughout their studies. Individual support plans are developed for students requiring adjustments.
- **Feedback & Complaints:** Feedback surveys and complaint forms are accessible, with assurance of procedural fairness and continuous improvement.
- **Monitoring & Reporting:** The effectiveness of diversity, inclusion, and wellbeing strategies is regularly reviewed at trainer meetings.

This policy was last updated: 8th April 2025

Signature:



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CEO of Australian College of Environmental Studies