

# Access & Equity Policy

Access and equity mean policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes

ACES is committed to promoting a fair and equitable environment for personnel and clients that is free from discrimination, harassment and vilification.

Access and Equity principles include:

- Equity for all individuals through the fair and appropriate allocation of resources.
- Equality of opportunity for all individuals without discrimination;
- Access for all individuals to appropriate quality training and assessment services; and
- Increased opportunity for individuals to participate in training.

Disadvantaged groups include the following groups who traditionally have been under-represented in Vocational Education and Training:

Individuals with a disability.

- Aboriginals and Torres Strait Islanders.
- Women.
- Individuals from non-English speaking backgrounds.
- Individuals in rural and remote areas; and
- Long term unemployed.

## **Inclusive Learning**

Inclusive learning is about a fair go for everyone. Everyone has a right to learn, everyone can learn, but many people do not get fair access to learning opportunities.

## **Everyone learns differently**

Everyone can learn. Good trainers' empower students to achieve their potential. ACES trainers ensure students feel connected, supported and valued as individuals and as part of a community of Students.

## **Being inclusive is everyone's responsibility**

ACES trainers use a variety of training methods, encourage respectful interaction, seek feedback from students, collaborate with specialists when they need extra help and continually update their skills.

## **Students bring existing knowledge and skills**

ACES trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful, and engaging, and builds on the student's existing capabilities.

## **Five core skills underpin all learning**

The skills of oral communication, reading, writing, numeracy and learning need special attention. ACES trainers actively recognise the need for students to continually update and build core skills for new contexts and are supported to identify and action student skills gaps.

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## Key Inclusive Learning Actions

Area	Actions
Understand differences in the student cohort.	ACES ensures it understands the vocational aspirations and support needs of students prior to enrolment to ensure they are enrolled in the right level course and have the right mix of supports available to help them succeed. This includes the use of pre-enrolment reviews. All ACES trainers have access to information on Student diversity.
Access skills and expertise in addressing difference.	Introductory inclusive learning skills in embedded in ACES RTO personnel induction programs and ongoing professional development on inclusive learning is supported.
Listen to the student.	ACES ensures it is collecting the perspectives of students, considering student views in the way courses are organised and support is provided.
Help students choose an appropriate learning pathway.	ACES provides students with flexible options, advice and guidance on the best pathway towards their vocational outcome and allows a diverse range of students to access the training. Students are provided with information and guidance on course requirements and outcomes prior to enrolment.
Develop the core skills of students.	All ACES trainers have the basic knowledge they need to identify and respond to language, literacy and numeracy needs. All trainers are encouraged and supported to complete the TAELLN411 Address adult language, literacy and numeracy skills unit of competency.

## Support for Students with Additional Needs

ACES is committed to complying with Commonwealth and State legislation and policies regarding access, equity and cultural diversity. This legislation includes the *Disability Discrimination Act 1992 (Cth)*, the *Anti-discrimination Act 1998 (Cth)* and the *Anti-Discrimination Act 1977 (NSW)*. ACES also maintains compliance with the *Disability Standards for Education 2005* including processes relating to:

- Enrolment.
- Participation.
- Curriculum development, accreditation, and delivery.
- Student support services; and
- Elimination of harassment and victimisation.

ACES strives to maximise opportunities for access, participation and outcomes for all students within the vocational education, training and employment system. ACES undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. ACES is committed to treating all prospective and actual students *on the same basis*.

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## On the same basis

A person with a disability can seek admission to, or apply for enrolment in, an institution on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective student without disabilities. ACES ensures it treats prospective students with a disability on the same basis as prospective students without a disability as it makes any decisions about admission or enrolment on the basis that *reasonable adjustments* will be provided.

## Reasonable adjustments

An *adjustment* is a measure or action (or a group of measures or actions) taken by ACES that has the effect of assisting a student with a disability. An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a student is *reasonable*, ACES has regard to all the relevant circumstances and interests, including the following:

- The student's disability.
- The views of the student or the student's associate.
- The effect of the adjustment on the student, including the effect on the student's:
  - Ability to achieve learning outcomes; and
  - Ability to participate in courses or programs; and
  - Independence.
- The effect of the proposed adjustment on anyone else affected, including ACES, personnel and other students; and
- The costs and benefits of making the adjustment.

## Student Rights and ACES Responsibilities

Students' Rights	ACES Responsibilities
<b>Enrolment</b>	
<ul style="list-style-type: none"> <li>• Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• Take reasonable steps to ensure that the enrolment process is accessible.</li> <li>• Consider students with disability in the same way as students without disability when deciding to offer a place.</li> <li>• Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.</li> </ul>
<b>Participation</b>	
<ul style="list-style-type: none"> <li>• Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Take reasonable steps to ensure participation.</li> <li>• Consult with the student or their associate about the effect of the disability on their ability to participate.</li> <li>• Make a reasonable adjustment if necessary.</li> <li>• Repeating this process over time as necessary.</li> </ul>

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<b>Student Support Services</b>	
<ul style="list-style-type: none"> <li>• Right to access student support services provided by education institutions, on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that students with disability can use general support services.</li> <li>• Ensure that students have access to specialised support services.</li> <li>• Facilitate the provision of specialised support services.</li> </ul>
<b>Harassment &amp; Victimisation</b>	
<ul style="list-style-type: none"> <li>• Right to education and training in an environment that is free from discrimination caused by harassment and victimisation based on their disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement strategies to prevent harassment or victimisation.</li> <li>• Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability.</li> <li>• Take appropriate action if harassment or victimisation occurs.</li> <li>• Ensure complaint mechanisms are available to students.</li> </ul>
<b>Curriculum Development, Accreditation and Delivery</b>	
<ul style="list-style-type: none"> <li>• Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they can participate in education and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Enable students with disability to participate in learning experiences (including assessment and certification).</li> <li>• Consult with the student or their associate.</li> <li>• Take into consideration whether the disability affects the student's ability to participate in the learning experiences.</li> </ul>

## Process for Considering Adjustments

ACES provides equitable access to all required educational and support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, ACES provides advice in pre-enrolment information so clients can make an informed choice about which RTO and course of study best meets their needs (where able to). ACES embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to students without direct or indirect discrimination. All personnel continue to expand their knowledge or access and equity issues through induction processes when joining ACES, and in structured professional development. In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, ACES is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

## Consulting the Student

Before ACES makes an adjustment for the student, the student or their associate is consulted about:

- Whether the adjustment is reasonable.
- The extent to which the adjustment would achieve the aims in relation to the student; and

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- Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

## **Deciding on an adjustment to be made**

In deciding whether to make a particular reasonable adjustment for a student, ACES:

- Assesses whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student; and
- Assesses whether the adjustment may need to be changed over the period of a student's education or training.

An assessment may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

## **Assessing reasonable adjustments**

In assessing whether a particular adjustment is reasonable for the student with a disability, ACES considers:

- The nature of the student's disability.
- The information provided by, or on behalf of, the student about how the disability affects the student's ability to participate;
- Views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities;
- Information provided by, or on behalf of, the student about his or her preferred adjustments;
- The effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes;
- The effect of the proposed adjustment on anyone else affected, including ACES operations, personnel and other students; and
- The costs and benefits of making the adjustment.

In making a reasonable adjustment, ACES ensures that the integrity of the course or program and assessment requirements and processes are maintained. ACES acts upon information about an adjustment in a timely way that optimises the student's participation in education or training. In meeting its obligations to provide reasonable adjustments, ACES may provide an alternative adjustment to the student's preferred form of adjustment, if the alternative is effective in achieving the desired purpose.

## **Unjustifiable Hardship**

Once a reasonable adjustment has been determined, ACES may consider if the adjustment would impose unjustifiable hardship on its operations. In determining what constitutes unjustifiable hardship, all relevant circumstances of the case are considered including:

- The nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- The effect of the disability of a person concerned; and
- The financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.

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In determining whether unjustifiable hardship applies, ACES:

- Considers information about the nature of the student's disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments. This information may be provided by the student, an associate of the student or independent experts (or a combination of those persons);
- Ensures that timely information is available to the student, or an associate of the student about the processes for determining whether the proposed adjustment would cause unjustifiable hardship; and
- Ensures that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

Where a claim of unjustifiable hardship is made, ACES has considered all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on its capacity to provide education of high quality to all students while remaining financially viable. ACES considers all costs and benefits both direct and indirect that are likely to result, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional personnel, the provision of special resources or modification of the curriculum;
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers; and
- Benefits deriving from the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and any financial incentives, such as subsidies or grants, available to the provider as a result of the student's participation.

Where ACES decides to rely on unjustifiable hardship, it ensures that a notice stating the decision and the reason for the decision is given to the student, or an associate of the student, as soon as practicable after the decision is made.

## **Implementing Reasonable Adjustments**

ACES takes reasonable steps to ensure that any adjustment required to be made is made within a reasonable time. Whether the time is reasonable depends, in particular, on whether and when the student, or his or her associate, has provided:

- In a timely way, any relevant information in the possession of the student or associate about how the disability affects the student in relation to education or training; and
- The student's or the associate's opinion about the matters.

Where it has been identified on the enrolment application, through Pre-Course and LLN documentation and in student consultation before the commencement or during a student's training that reasonable adjustment is required, ACES will consult with the student on what reasonable adjustment can be provided.

All reasonable efforts will be made to ensure a good outcome for the student. Reasonable adjustment will be agreed upon between the student and ACES which will be documented in an *Student Support Plan* and signed by both parties. If a student cannot meet the inherent requirements, even with adjustments, then they cannot complete the course. Reasonable adjustments are those that would not cause unjustifiable hardship on the RTO.

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## Reasonable Adjustments

Student has difficulty with	Example reasonable adjustments
Concentration	<ul style="list-style-type: none"> <li>• Breaking the assessment into appropriate components that can be undertaken separately.</li> <li>• Providing rest breaks during lengthy assessment sessions.</li> <li>• Providing additional time.</li> <li>• Providing alternative assessment methods, such as recording devices for oral testing, or telephone assessments (where practicable); and</li> </ul>
Expressing knowledge in writing	<ul style="list-style-type: none"> <li>• Recommending a digital recorder, scribe.</li> <li>• Providing a sign language interpreter at student's expense; and</li> <li>• Providing additional time.</li> </ul>
Spelling and/or grammar	<ul style="list-style-type: none"> <li>• Recommending a digital recorder, scribe.</li> <li>• Providing a sign language interpreter at student's expense</li> <li>• Providing additional time.</li> <li>• Providing models and practical examples for the student to demonstrate what they mean; and</li> <li>• Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models (where practicable).</li> </ul>
Numbers and numerical concepts	<ul style="list-style-type: none"> <li>• Allowing additional time.</li> <li>• Allowing the student to use a calculator; and</li> <li>• Recommending other assistive technology, such as a talking calculator.</li> </ul>
Maintaining writing posture for any length of time, or writing quickly	<ul style="list-style-type: none"> <li>• Recommending a digital recorder or similar.</li> <li>• Recommending a personal computer (if using a keyboard is more comfortable than writing).</li> <li>• Allowing rest breaks.</li> <li>• Recommending other assistive technology or equipment; and</li> <li>• Allowing additional time.</li> </ul>
Understanding spoken information or instructions	<ul style="list-style-type: none"> <li>• Allowing additional time.</li> <li>• Providing written information or instructions to complement the spoken version (where practicable).</li> <li>• Providing a sign language interpreter at student's expense.</li> <li>• Allowing rest breaks.</li> <li>• Using simple, direct language (plain English).</li> <li>• Providing step-by-step instructions (where practicable).</li> <li>• Repeating information given.</li> <li>• Paraphrasing to check for understanding, and asking the student to repeat what they are required to do; and</li> <li>• Demonstrating what is required.</li> </ul>

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Reading standard-sized print or handwriting	<ul style="list-style-type: none"> <li>• Recommending technology such as magnifying devices to enlarge print, or screen readers;</li> <li>• Providing recorded questions.</li> <li>• Recommending a reader.</li> <li>• Allowing additional time.</li> <li>• Providing models, graphics or practical examples to illustrate questions.</li> </ul>
Physical tasks	<ul style="list-style-type: none"> <li>• Recommending assistive technology or equipment (where practicable); and</li> <li>• Allowing additional time.</li> </ul>

## Support Services

The following support services are available and accessible for all students studying with ACES. ACES will provide students with contact details to refer any matters that require further follow up with relevant professionals. Please refer to **External Support Services**.

## Providing Student Support

ACES embraces the responsibility of ensuring all students are supported in acquiring the knowledge and skills sought through their training and assessment program. ACES determines the support needs of individual students prior to enrolment and ensures access is provided to the educational and support services necessary for the individual student to meet the requirements of the training product as specified in training packages or VET accredited courses. ACES ensures support provided is reasonable and accessible.

## Anti-Discrimination & Bullying

ACES is committed to providing a workplace and client services which are free from bullying, harassment, and unlawful discrimination. ACES aims to ensure all those participating in the workplace and services are treated with respect, dignity and fairness with an aim of creating an environment which promotes positive working relationships. ACES ensures that all stakeholders understand what will be regarded as bullying, how complaints of bullying can be made and how claims will be treated. This applies to all personnel, agents and clients engaging in ACES's services. ACES expectations are not limited to the workplace or working hours, and will include all work-related events which includes, but is not limited to; lunches, client functions, meetings and conferences as well as social events. ACES expectations relate to, but are not limited by the following types of communication:

- Verbal communication either over the telephone or in person in the workplace and outside of it;
- Written communication including letters, notes, minutes of meetings etc.
- Internal and external electronic communication including:
  - Email.
  - Instant messaging services.
  - Internal intranet.
  - Social media and networking forums including; Facebook, LinkedIn, Twitter and other forms of social media; and
  - Communications via text message.

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## Discrimination

Discrimination can be direct, indirect, or systemic.

*Direct discrimination* is any action which specifically excludes a person or group of Individuals from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between Individuals.

*Indirect discrimination* is the outcome of rules, practices and decisions which treat Individuals equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices, and decisions are applied to all groups alike, but it is the very assumption of a likeness that constitutes the discrimination.

*Systemic discrimination* is system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of Individuals because of their status or characteristics and serve to advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

## Bullying & Harassment

*Bullying* is repeated, unreasonable behaviour directed towards an individual or a group of individuals that creates a risk to health and safety and is unlawful. Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time. *Unreasonable behaviour* means behaviour that a reasonable person, having regard for the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating intimidating, or threatening. Examples of bullying may include (but are not limited to):

- A manager or supervisor using a management style that is harsh, involves shouting, constant criticism or humiliation of an individual or group of individuals in private or in front of their peers;
- An individual being treated less favourably by another individual or group of individuals, including, but not limited to, bullying or intimidation; forcing an individual to participate in an "initiation" process; the playing of practical jokes or forcing an individual to undertake demeaning tasks;
- Sniggering or gossiping behind someone's back.
- Laughing at someone which is intended to make them feel uncomfortable or distressed.
- A manager setting unreasonable timelines or constantly changing deadlines for an individual to meet, or setting tasks that are unreasonably below or beyond a person's skill level; and/or
- Continuously and deliberately excluding someone from workplace activities including ignoring or keeping individuals isolated from relevant communications about work issues.

In line with ACES's commitment to creating a workplace which is free from workplace health and safety risks and one which strives to create positive working relationships, all individuals are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others.
- Being respectful of the differences between Individuals and their circumstances.
- Ensuring they do not engage in any bullying behaviour(s) towards others in, or connected with the workplace which includes all individuals;
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour(s) of any type;
- Adhering to the complaint procedure if they experience any bullying behaviour(s) personally;
- Reporting any bullying behaviour(s) they see happening to others in the workplace, or connected with the workplace in line with the complaint procedure; and
- Keeping information confidential if involved in any investigation of bullying.

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Fair and reasonable management action taken to counsel an individual for instances of underperformance, investigating complaints made against personnel, discipline for misconduct and other work directions in line with business needs does not amount to bullying.

All individuals are expected to adhere to the standards of behaviour contained herein at all times. Any individual who is found to have breached these expectations will be disciplined accordingly, which may lead up to, and include termination of employment. If a contractor of ACES is found to have breached these expectations, their contract stands to be terminated, or may not be renewed in the future.

## **Equity & Bullying Complaints**

Any individual who believes that they have been subject to actions or words that may constitute discrimination or bullying should act upon such bullying as soon as possible by following the procedure set out below. Individuals who believe they have witnessed discriminatory or bullying behaviour by another individual in the workplace are also able to make complaints.

In the first instance, the aggrieved individual should, wherever practicable and if they feel comfortable doing so, attempt to amicably resolve the matter with the individual(s) who are alleged to have engaged in bullying. When confronting the issue, the individual should clearly state the offensive behaviour experienced, explain that the behaviour is unwelcome and offensive and ask that the behaviour does not continue. The person may not be aware that their behaviour or conduct was causing offense or was unwelcome. This is not a compulsory part of the complaint procedure, and if an individual does not wish to confront the person directly, then this is not encouraged.

Where the alleged bullying involves the individual's trainer and it is not practical for them to directly resolve the matter, they shall immediately notify the Chief Executive Officer who, with the individual's approval will endeavour to investigate and resolve the matter on an informal basis in accordance with the procedure set out below.

## **Informal Complaint Procedure**

An informal complaint procedure includes a range of alternatives which can be applied in a flexible manner to address different complaints in consideration of the relevant circumstances. The informal complaint procedure is intended to be used for less serious allegations of bullying and instances which generally do not warrant disciplinary action being taken. An individual who is unsure of whether or not to make a formal or informal complaint may make an informal complaint first and decide if they want to escalate the complaint to a formal complaint.

Different options for handling informal complaints may include, but are not limited to:

- ACES staff having a conversation with the alleged bully about the behaviour complained of; and
- ACES staff having a meeting with the individuals concerned in an attempt to reach a resolution.

## **Formal Complaint Procedure**

Where an individual wishes to lodge a formal complaint, they will be required to do so by communicating this in writing to the Chief Executive Officer. A written complaint shall include the names of individuals concerned, details of the incident(s) and the names of any witnesses present. Where a written complaint has been lodged, a formal investigation procedure will commence immediately. Formal investigations may be conducted by the Chief Executive Officer or an external person who is appointed by ACES e.g., an independent mediator. Regardless of whether the investigation is carried out by an ACES personnel member, or by an independent body/person, the investigator will aim to follow the procedure set out below:

- Clarify details of what took place and ensure that all necessary information is obtained;
- Identify the outcome the complainant is seeking.

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- Discuss with the complainant their legal rights, including lodging a formal complaint with the relevant state or federal tribunal;
- Discuss the complaint made with the person/s accused of bullying; and
- Deciding as to whether the alleged behaviour occurred and if it constituted bullying.

If ACES feels it is appropriate in the interests of health and safety of individuals concerned, and / or the efficiency of the investigation process, individuals may be requested to refrain from attending work / course services for a period of time whilst the investigation is underway. Alternatively, individuals may be given different duties or work to perform while the investigation is being conducted. Employees who are requested to do either of these will be paid at their normal rate of pay during this period. Where it becomes apparent that the complaint made relates to conduct which constitutes misconduct or otherwise warrants disciplinary action, the investigator is to refer to ACES's Staff Handbook for further guidance and resolution. Whilst the investigator will endeavour to preserve the confidentiality of the complainant and the person complained of, it may be necessary to speak with other workers or Individuals involved to determine what happened and to maintain the integrity of the investigation process.

Where potentially unlawful conduct has occurred, ACES will alert the appropriate authorities. Those individuals who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality.

Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated and may lead to further disciplinary action for those concerned.

## **Outcomes**

The outcomes of a formal or informal complaint procedure will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances. Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the Staff handbook. The disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred. Where the complaint involves a contractor or agent of ACES and an investigation process reveals that a person has engaged in unlawful conduct or other behaviour, which is prohibited by this policy, those concerned may face termination of their contracts immediately, or will not be renewed in the future.

In addition to the remedies provided above, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- Providing training to employees concerned regarding bullying.
- Requiring employees who have breached this policy to apologise to appropriate person(s).
- Adjusting working arrangements where appropriate.
- Providing counselling to employees (complainant and the person complained of).
- Placing employees on performance improvement plans to ensure improved behaviour; and/or
- Providing coaching and mentoring.

## **Appeals Procedure**

If any parties involved are unhappy with the outcome, or the way the complaint handling procedure was managed by ACES please contact the ACES Chief Executive Officer to discuss your concerns.

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Once notified the Chief Executive Officer will conduct a review of the procedure followed, and the outcome issued, and make a final determination on the issue. Once this determination is made, the person who has made the appeal will be notified of the outcome and this determination will be final.

The following external body can also provide further information:

Jurisdiction	Contact Details
National	Australian Human Rights Commission 1300 369 711 or (02) 9284 9600 <a href="https://www.humanrights.gov.au">https://www.humanrights.gov.au</a>