Policy area	Student Support
Standards	Outcome Standards for RTOs 2025, Standard 2.5.
Responsibility	CEO, Student Support Officer, Trainers and Assessors
Classification	**Public**

1. Purpose

The purpose of this policy and procedure is to provide our staff and students:

- a diverse, safe and inclusive learning environment.
- a learning environment and workplace free from discrimination, harassment, bullying, racism, and religious vilification, including antisemitism.
- an environment that respects and values the individuality of each student.
- a culturally safe and supportive learning environment.
- a learning environment and workplace where all individuals feel respected, valued, and empowered including:
    - young people,
    - First Nations people,
    - people from culturally and linguistically diverse background,
    - people of different genders,
    - people of different religions, faiths, and beliefs (including Jewish people),
    - people from diverse socio-economic backgrounds,
    - neurodivergent people, and
    - people who may identify as LGBTIQ+.

2. Policy statement

2.1 Commitment to diversity and inclusion

Bristol International College recognises that diversity and inclusion bring a broad range of perspectives, enriching the learning experience. We are committed to:

- Promoting and supporting diversity in all its forms, including but not limited to race, ethnicity, gender, disability, age, sexual orientation, socioeconomic status, religious beliefs, people from culturally and linguistically diverse background, neurodivergent people, and people who may identify as LGBTIQ+. This includes a zero-tolerance approach to antisemitism and all other forms of racism and religious vilification.
- Encouraging an inclusive environment where everyone is treated equitably and has the opportunity to contribute to training and assessment.
- Ensuring compliance with Australian legislative requirements, including the *Racial Discrimination Act 1975*, *Sex Discrimination Act 1984*, *Disability Discrimination Act 1992*, *Age Discrimination Act 2004*, and *Fair Work Act 2009*.

2.2 Principles

- **Respect:** We promote respect for each individual and acknowledge diverse backgrounds and perspectives.
- **Equity:** We strive to ensure fair treatment, access, and opportunity for all, taking proactive steps to remove barriers to participation.
- **Cultural Safety:** We work to create a culturally safe environment that acknowledges and respects First Nations people and CALD community's cultures and histories.
- **Safety from hate and vilification:** We do not tolerate antisemitism, racism, or religious vilification. We act promptly to address it, support impacted people, and apply our reporting and complaint handling processes.

2.3 Inclusive Learning Environment

We will create a safe and inclusive learning environment by:

- Displaying signs that enforce our values of respect, inclusivity, and empathy;
- Using inclusive and gender-neutral language in our course information, enrolment form and training;
- Communicating our values and zero tolerance to discrimination or harassment verbally on the first day of any training,

- Providing additional support to students who need it (Refer to: *PP2.4 - Student Support and Wellbeing*);
- Showing empathy and understanding to students;
- Promoting equity, respect and inclusion for children and young students;
- Being flexible to different student needs; and
- Addressing any breach of our policy on discrimination and harassment immediately with all those involved (Refer to: *PP2.11 - Discrimination and Harassment*).

2.4 Inclusive Learning and Assessment Materials

Course materials, assessments, and resources will be reviewed as part of the pre-assessment validation process to ensure they are accessible and culturally appropriate. This includes:

- ensuring that case studies and role plays reflect a variety of cultural backgrounds, socioeconomic situations, and perspectives;
- avoiding jargon, idioms, or colloquialisms that may not be universally understood or could exclude certain groups;
- ensuring case studies, role plays, examples, and discussions do not include antisemitic tropes, Holocaust denial or trivialisation, or other hate-based content;
- ensuring language is gender-inclusive and avoiding stereotypes or assumptions about roles based on cultural background; and
- ensuring images, videos, and graphics are culturally diverse and represent people of different ages, genders, ethnicities, and abilities.

We will provide reasonable adjustments for students with disabilities or special learning requirements (Refer to: *PP2.5 - Disability* and *PP2.4 - Student Support and Wellbeing*).

2.5 Cultural Safety for First Nations people

The following strategies that Bristol International College will apply to establish and support a culturally safe learning and work environment for First Nations people:

(i) **Acknowledgement of Traditional Owners.** Bristol International College will include an Acknowledgement of Country on our website and in our classrooms using the below:

Bristol International College acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures; and to Elders past and present.

(ii) **Recruitment.** First Nations peoples enrich the workplace by adding cultural diversity and fostering a more inclusive environment. Our recruitment policies encourage applications from First Nations people and people from diverse backgrounds and ensure selection is based on merit, qualifications, skills and experience and is free from bias or discrimination (Ref to *Recruitment and Induction Policy and Procedure*).

(iii) **Induction Training.** Induction training for all new staff includes training on our diversity and inclusion policies and procedures (Refer to: *Recruitment and Induction Policy and Procedure*).

(iv) **Annual Cultural Awareness Training.** Cultural awareness training is a key component of our efforts to build a more inclusive learning environment for First Nations students. All staff will participate in cultural awareness training at least **once per year**. This will include topics such as:

- why cultural awareness is important
- the cultures of First Nations peoples
- stereotypes, biases and cultural misunderstandings that can arise in cross-cultural interactions
- communication styles, nonverbal cues and other cultural differences that can impact learning and relationships
- strategies for promoting cultural awareness and inclusion in the classroom (online and in physical classrooms)
- important dates
- the benefits of inclusion for all students and staff.

(v) **Encouraging and supporting First Nations students to enrol**. People from under-represented groups (including people with disability and First Nations people) are explicitly encouraged to apply for enrolment on our website and in our Course Brochures (Refer to: *PP2.1 - Advertising and Marketing*).

The Student Support Officer will support the student to complete the enrolment process and identify any special needs and adjustments that can be made to ensure their successful studies as part of the enrolment process (Refer to: *PP2.2 - Enrolment* and *PP2.4 - Student Support and Wellbeing*).

(vi) **Creating a culturally safe learning environment for First Nations students.** We recognise that First Nations peoples do not always have the same level of access to vocational education and training as non-Indigenous Australians, nor the same positive experiences. In light of this, we provide specific supports to First Nations people to assist them to participate in and complete training. Refer to procedure *5.1 Diversity and Inclusion*.