

1. Purpose

- 1.1 This policy outlines Central Australian Institute of Technology Higher Education's (CAIT Hi-Ed) commitment to fostering and maintaining a safe, healthy, and inclusive environment for all students, staff, contractors, and visitors. It also forms the foundation for how health, safety, and wellbeing will be supported and embedded across the institution's operations, learning environments, and organisational culture.
- 1.2 CAIT Hi-Ed will prioritise the prevention of physical and psychological harm through proactive risk management, early identification of concerns, and the promotion of wellbeing as a shared responsibility. The policy will ensure that appropriate systems and processes will be in place to manage hazards, reduce risks, and support individuals experiencing health or wellbeing challenges.
- 1.3 A strong focus will be placed on mental health and emotional wellbeing, recognising the critical role these play in academic achievement, staff engagement, and the overall student experience. CAIT Hi-Ed will ensure that all members of the Institute will have access to clear information, timely support, and inclusive services that respond to the diverse needs of its cohorts.

2. Scope

- 2.1 This policy will apply to all members of the CAIT Hi-Ed, including students, academic and professional staff, contractors, and visitors. It will cover all individuals engaged in activities connected to CAIT Hi-Ed, regardless of the nature or duration of their involvement. The policy will extend to all physical locations, such as campuses, administrative offices, work placements, and off-site learning or teaching environments, as well as to all digital platforms used for online or blended delivery.
- 2.2 The provisions of this policy will apply to all learning, teaching, research, administrative, and extracurricular activities undertaken under the banner of CAIT Hi-Ed. This will include on-campus and remote study or work arrangements. Whether participating in person or online, all members of the CAIT Hi-Ed will be expected to uphold the principles outlined in this policy and to take shared responsibility for contributing to a safe, healthy, and inclusive environment.

3. Policy

- 3.1 CAIT Hi-Ed will actively promote and maintain the health, safety, and wellbeing of its entire members by fostering a learning and working environment that is both physically and psychologically safe. The institution will take proactive steps to reduce risks, support wellbeing, and create a culture where safety and care are understood as shared responsibilities.
- 3.2 Students and staff will be provided with clear, timely, and accurate information about the support services available to them. All students will be advised of the actions they may take, the staff they may contact, and the support services they may access if their personal circumstances are adversely affecting their ability to study or engage in learning. This will include access to emergency assistance, health services, counselling, legal support, advocacy, accommodation, and welfare-related services.
- 3.3 CAIT Hi-Ed will design and deliver wellbeing services that are informed by the needs of its diverse student population. Particular consideration will be given to students who may be managing mental health challenges, disability, or other personal vulnerabilities. These services will be inclusive, culturally responsive, and regularly reviewed to ensure they remain relevant and effective.
- 3.4 Staff will be supported through professional development programs to identify early signs of wellbeing or safety concerns, and to confidently follow referral pathways. Through training and guidance, staff will be empowered to play an active role in building and maintaining a safe, respectful, and supportive culture across both campus and digital environments.

4. Principles

- 4.1 CAIT Hi-Ed's approach to health, safety, and wellbeing will be guided by a set of foundational principles that reflect the institution's commitment to quality, equity, and care. These principles will ensure that strategies are not only effective but also inclusive and responsive to the evolving needs of the CAIT Hi-Ed.
- 4.2 Prevention and Early Intervention will be a core focus. The institution will implement proactive measures to minimise risks to health and wellbeing before they escalate. Early identification of potential issues—whether physical, psychological, or social—will be encouraged through training, open dialogue, and accessible support pathways, allowing for timely and appropriate responses.
- 4.3 Equity and Inclusion will underpin all services and procedures. CAIT Hi-Ed will ensure that health and wellbeing supports are accessible to all members of the Institute, regardless of their background or circumstances. Supports will be tailored where necessary to meet the specific needs of individuals and diverse student cohorts, including those living with disability, managing mental health conditions, or facing other personal challenges.
- 4.4 Clarity and Access will be prioritised to empower staff and students to make informed decisions about their wellbeing. All members will be provided with clear, accurate, and timely information about available services, referral procedures, and their rights and responsibilities under this policy.
- 4.5 Collaboration will be encouraged across all levels of the institution. Health and safety will be viewed as a shared responsibility, supported by regular communication, genuine consultation, and the active involvement of students and staff in identifying and resolving concerns.
- 4.6 Finally, Evidence-Informed Practice will guide the ongoing development and improvement of wellbeing services and supports. CAIT Hi-Ed will use feedback from students and staff, institutional data, and current research to refine its approaches and align with best practice in the higher education sector.

5. Managing Health, Safety and Wellbeing Concerns and Issues - Procedure

5.1 Identifying a Concern

5.1.1 Health, safety, and wellbeing concerns may present in a variety of ways. These may include unsafe or hazardous physical environments such as faulty equipment or infrastructure, emotional or psychological distress such as anxiety or burnout, incidents of bullying, harassment or discrimination, and issues related to fatigue, illness, substance use, or academic and personal pressures that affect wellbeing.

5.1.2 Concerns may be identified through:

- Self-reporting by students or staff,
- Observed by colleagues or educators,
- Reported anonymously through CAIT Hi-Ed's internal systems, or
- Detected via changes in behaviour, attendance, or performance.

5.1.3 Staff and students will be encouraged to speak up early and engage with the appropriate reporting channels.

5.2 Immediate Response (High Risk Situations)

5.2.1 Where there is an immediate threat to health or safety, including serious mental health crises, CAIT Hi-Ed will initiate an urgent response as follows:

- Emergency services (000) will be contacted if required.

- First Aid or Mental Health First Aid trained staff will respond where available.
- The individual will be supported in a safe and respectful manner.
- A manager, supervisor or Wellbeing Officer will be notified immediately.

5.2.2 The situation will be stabilised and recorded in the incident management system.

5.2.3 Examples of such situations may include medical emergencies, serious injuries, suicidal disclosures, or exposure to hazardous materials or environments.

5.3 Reporting Non-Urgent Concerns

5.3.1 Non-urgent but important concerns will be addressed through appropriate reporting channels. Staff and students will be encouraged to raise concerns with a trusted person — such as a Lecturer, Tutor, or supervisor — or directly contact Student Support Services, HR, or the Wellbeing Officer. An online wellbeing and WHS reporting platform will also be made available.

5.3.2 Reports may include issues such as:

- Low mood, stress, or signs of burnout
- Hazardous conditions or near-misses
- Interpersonal conflict or low-level misconduct
- Academic issues linked to health or wellbeing

5.4 Health, Safety and Wellbeing Consultation

5.4.1 CAIT Hi-Ed will ensure that all students, staff, contractors, and visitors will have the opportunity to participate in consultation on matters relating to health, safety, and wellbeing. Consultation will be a core element of the institution's preventative and inclusive approach and will inform continuous improvements to services, practices, and environments.

5.4.2 Consultation will occur whenever decisions are being made that may affect the wellbeing or safety of those engaging with CAIT Hi-Ed — including changes to infrastructure, learning delivery, policies, or support services.

5.4.3 Mechanisms for consultation will include:

- Appointment of Health, Safety and Wellbeing Representatives (HSWRs) or designated contacts
- Regular staff and team meetings where health and wellbeing will be a standing item
- Student feedback forums, surveys, and direct engagement with student representatives
- Consultation with contractors and third-party providers, particularly in relation to on-campus operations or shared services
- Anonymous feedback tools and digital reporting channels
- Inclusion of voices from diverse and equity cohorts, including those with lived experience of mental health challenges or disability

5.4.4 Insights gathered through consultation will inform risk identification, service planning, and institutional responses to both systemic and individual issues. Outcomes will be documented, and improvements will be communicated across the organisation to maintain transparency and engagement.

5.5 Assessment and Triage

5.5.1 Once a concern is reported, a designated staff member — such as a Wellbeing Officer, Manager, HSR, or HR Partner — will assess the level of concern. Concerns will be classified as low (resolvable with minimal support), moderate (requiring coordinated support), or high (requiring immediate escalation).

5.5.2 The assessment process will:

- Consider the person's mental health, cultural background, disability, or other factors
- Determine appropriate support, referrals, or safety actions
- Be documented confidentially in the reporting system

5.6 Action and Support

5.6.1 Based on the nature and urgency of the concern, CAIT Hi-Ed will take appropriate action. For physical health and safety matters,

- Repair or remove physical hazards
- Provide appropriate safety equipment or signage
- Adjust the work or study environment to reduce risks

5.6.2 For mental health and wellbeing concerns,

- Refer the person to internal counselling or wellbeing services
- Offer adjustments to workload, assessments, or duties where needed
- Provide access to external mental health support (e.g. GP, psychologist, Medicare Mental Health Plan)
- Assist with connections to financial, housing, legal, or advocacy support if relevant

5.6.3 All support will be delivered with respect, privacy, and in collaboration with the individual. Services will be inclusive and trauma-informed.

5.7 Monitoring and Follow-Up

5.7.1 Ongoing support will be provided through regular follow-up from the designated support person or team.

5.7.2 The designated support person or team will:

- Maintain appropriate contact with the individual (if consented)
- Monitor the situation and review any accommodations or controls in place
- Encourage engagement with ongoing support
- Adjust response plans based on the person's needs and any changes in risk

5.7.3 All follow-ups will be timely, person-centred, and culturally appropriate.

5.8 Recordkeeping and Confidentiality

5.8.1 All reports and responses will be documented in CAIT Hi-Ed's secure reporting system

5.8.2 Records will comply with privacy legislation and data retention policies

5.8.3 Only staff directly involved in managing the concern will have access to confidential information

5.8.4 Information will not be shared without the individual's consent, unless there is a legal or safety obligation to do so

5.9 Education, Prevention and Awareness

- 5.9.1 To support a proactive safety and wellbeing culture, CAIT Hi-Ed will provide ongoing training and awareness initiatives.
- 5.9.2 Staff will be equipped through regular professional development to recognise and respond to wellbeing and safety concerns, with a strong emphasis on mental health literacy.
- 5.9.3 Students will participate in wellbeing and mental health programs, particularly during orientation and key points throughout the academic year.
- 5.9.4 The institution will maintain a clear, accessible directory of internal and external support services, and will foster an environment where health, safety, and wellbeing are collectively valued and upheld across all levels of the organisation.

6. Roles and Responsibilities

6.1 Executive Leadership and Senior Management

- Provide strategic oversight and ensure adequate resourcing for health, safety, and wellbeing initiatives.
- Promote a strong culture of wellbeing and lead by example in fostering inclusive, safe, and respectful learning and working environments.
- Ensure legal and regulatory compliance with relevant Work Health and Safety (WHS) and education sector standards.
- Review and approve high-level policies and procedural improvements.

6.2 Academic Board and Governance Board

- Oversee institutional compliance with WHS legislation and education sector wellbeing standards.
- Monitor implementation and effectiveness of health, safety, and wellbeing practices in academic and operational contexts.
- Ensure that strategic goals reflect the priority of health, safety, and wellbeing across all levels of the institution.

6.3 Academic Dean

- Oversee academic staff wellbeing and support, including allocation of workloads, induction, and professional development.
- Ensure academic staff meet qualification and experience requirements for teaching roles.
- Support response to academic-related health and wellbeing concerns in collaboration with other units.

6.4 People and Culture (HR)

- Coordinate support for staff experiencing health or wellbeing challenges, including access to counselling and flexible work arrangements.
- Manage workplace-related complaints, concerns, and risk assessments.
- Deliver regular training on WHS, wellbeing, and mental health literacy for all staff.
- Support inclusive recruitment and onboarding processes aligned with safety and wellbeing.

6.5 Student Support Services

- Provide counselling, wellbeing, academic accommodations, and referral support to students.
- Assist students experiencing distress, academic difficulty, or personal crises.

- Offer mental health education and wellbeing programs throughout the student lifecycle.
- Maintain confidential case records and provide informed referral pathways.

6.6 Health, Safety and Wellbeing Representatives (HSWRs) / WHS Officers

- Monitor physical and psychosocial risks in learning and work environments.
- Act as contact points for reporting safety and wellbeing concerns.
- Support safety inspections, incident follow-up, and consultation activities.
- Promote wellbeing initiatives across the institution.

6.7 Line Managers, Coordinators, and Supervisors

- Foster a culture of respect, inclusivity, and psychological safety within their teams.
- Ensure staff and students understand and follow safety procedures and reporting pathways.
- Respond appropriately to concerns and refer individuals to internal support or escalation channels.
- Facilitate induction and mentoring of new staff regarding wellbeing procedures.

6.8 Lecturers, Tutors, and Academic Staff

- Create safe, inclusive learning environments (on-campus and online).
- Identify and report student wellbeing or safety concerns through appropriate processes.
- Participate in training on student mental health, cultural safety, and inclusive teaching practices.
- Support students with referral guidance and academic adjustments when appropriate.

6.9 Students

- Engage in health, safety, and wellbeing initiatives and seek support when needed.
- Report safety hazards, personal concerns, or incidents promptly.
- Participate in wellbeing education and orientation programs.
- Respect the learning environment and adhere to student conduct expectations.

6.10 Contractors and Visitors

- Follow all health and safety protocols while engaging with CAIT Hi-Ed.
- Report any hazards or incidents to relevant personnel.
- Comply with access, induction, or briefing procedures where applicable.

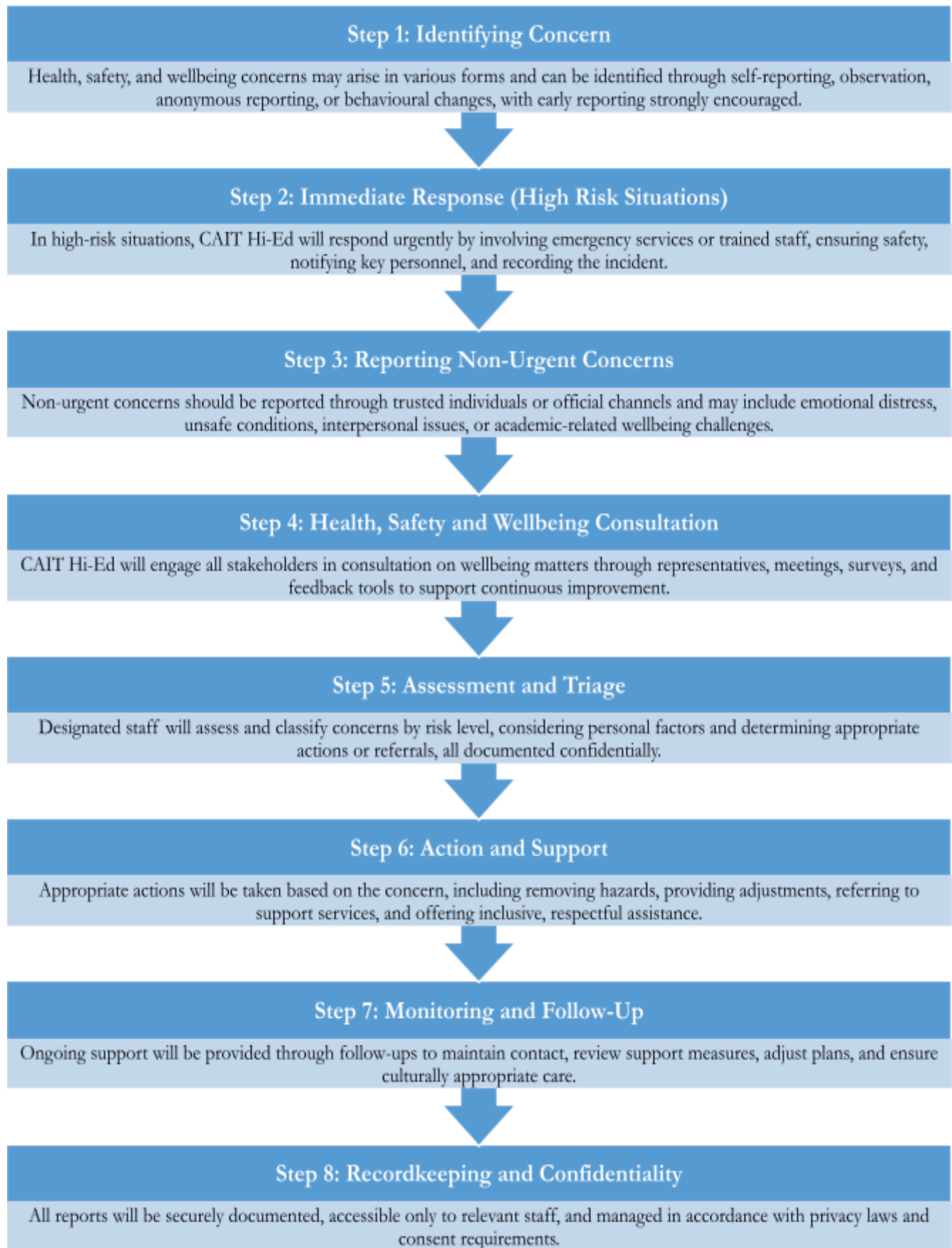
7. Authority and Compliance

File Number	HEP46
Status	Current
Approval Authority	Governance Board.
Legislative Compliance	<ul style="list-style-type: none"> • Work Health and Safety Act 2011 (Cth) • Work Health and Safety Regulations 2011 (Cth) • Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) • Higher Education Standards Framework (Threshold Standards) 2021 • Disability Discrimination Act 1992 (Cth) • Disability Standards for Education 2005

	<ul style="list-style-type: none"> • Privacy Act 1988 (Cth) • Australian Privacy Principles (APPs) • Mental Health Acts (relevant state/territory versions) • Equal Opportunity Act (relevant state/territory versions) • Sex Discrimination Act 1984 (Cth) • Racial Discrimination Act 1975 (Cth)
Supporting Documents	<ul style="list-style-type: none"> • Health and Safety Risk Assessment Template • Incident and Hazard Reporting Form • Wellbeing and Counselling Referral Guide • Mental Health First Aid Action Plan • Privacy and Confidentiality Consent Form • Student and Staff Support Services Directory • Wellbeing Check-in or Case Management Form • Training and Induction Records • Consultation and Feedback Log • Referral Protocol and Timeframe • Staff PD on Wellbeing Guide • Staff PD on Wellbeing • Staff PD on Wellbeing Power Point
Related Documents	<ul style="list-style-type: none"> • CAIT Hi-Ed Risk Management Policy and Procedure • CAIT Hi-Ed Critical Incident Management Policy and Procedure • CAIT Hi-Ed Reasonable Adjustment Policy and Procedure • CAIT Hi-Ed Student Support Services Policy and Procedure • CAIT Hi-Ed Course Rules, Progression and Completion Policy and Procedure • CAIT Hi-Ed Privacy Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2021	<ul style="list-style-type: none"> • Standard 2.3; ss 1 – 3 • Standard 3.2; ss 3 • Standard 4.1; ss 1 • Standard 4.3; ss 1 – 2 • Standard 6.1; ss 1 • Standard 6.2; ss 1 – 2 • Standard 7.2; ss 2 • Standard 7.3; ss 1
Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018	<ul style="list-style-type: none"> • Standard 2; ss 1e – 1f • Standard 5; ss 1 - 5 • Standard 6; ss 1 - 5 • Standard 10; ss 1 - 4
Responsible Officer	Academic Dean.
Responsible Executive	CEO.
Enquiries Contact	Academic Dean.

Effective Date	
Expiry Date	Not applicable
Next Review	3 Years from the effective date

8. Appendix 1: Managing Health, Safety and Wellbeing Concerns and Issues - Procedure Flow Chart



9. Review Schedule

This policy will be reviewed by the Governance Board every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	Governance Board	9/5/2025	