

## Rto Diversity, Inclusion and Cultural Safety Policy

### Purpose

The purpose of this policy is to ensure that selectability Training fosters a safe, inclusive, and culturally respectful learning environment that supports the diversity of VET students, including but not limited to students from culturally and linguistically diverse (CALD) backgrounds, Aboriginal and Torres Strait Islander communities, students with disability, and students from a wide range of ages, genders, religions, and identities

### Scope

This policy applies to:

- All VET students enrolled or intending to enrol at selectability Training
- All staff involved in training delivery, assessment, support, and administration.
- Any third parties delivering services on behalf of selectability Training.
- Contractors, consultants, and volunteers interacting with VET students.

### Policy

selectability Training embraces the diversity of its VET student community and is committed to creating a safe, inclusive, and culturally respectful learning environment for all students. selectability Training recognises that a diverse cohort enriches learning and upholds principles of equity, respect, and cultural recognition.

This policy and associated procedures are built on the following principles:

- Equity and Access: All students have the right to equal access and participation.
- Respect for Identity: Cultural, linguistic, gender, and ability diversity is valued and celebrated.
- Cultural Safety for First Nations Peoples: The learning environment actively supports cultural recognition, understanding and safety.
- Zero Tolerance for Discrimination: Discrimination, harassment or exclusion on any grounds will not be tolerated.

selectability Training is committed to investing in creating a learning environment that is safe, accessible, welcoming of all students and free from racism, discrimination and other forms of harassment. This includes investing in VET staff (Trainers and Assessors, and Administrative staff) to develop their cultural understanding, and develop their skills to work with and deliver training and assessment to suit the characteristics of students from various backgrounds.

### Responsibilities

- CEO: Leads strategic commitment to diversity and cultural inclusion.
- RTO Manager: Oversees implementation of inclusive practices across operations.
- RTO Manager: Supports staff in inclusive delivery and monitors classroom climate.
- Trainers and Assessors: Create inclusive learning spaces and identify support needs.
- Student Support Officer: Acts as point of contact for students needing culturally safe or inclusive support.
- Administrator: Ensures alignment with legislative and regulatory inclusion requirements.
- All Staff and Students: Act respectfully, contribute to a safe environment, and report concerns.

## Operational Procedure Table: Diversity, Inclusion and Cultural Safety Policy

Action	Responsible Staff	Supporting Document	Timing/Frequency	Compliance Mapping (Standard 2.5)
<b>Provide cultural competence training to staff</b>	RTO Manager,	Staff Induction, Staff PD Calendar, Training Records	At induction and annually	2.5(b) – Ensures inclusive practice and awareness of diversity
<b>Develop inclusive materials and orientation content</b>	Marketing Officer, Student Support Officer	Marketing Collateral, Orientation Plan and Presentation	At course promotion and intake	2.5(a), 2.5(b) – Promotes fair, inclusive communication and materials
<b>Promote cultural safety at orientation and in delivery</b>	Trainers and Assessors, Student Support Officer	Orientation Slides, Acknowledgement of Country Guide	At orientation and each term	2.5(b), 2.5(c) – Creates safe, culturally aware learning environments
<b>Monitor and respond to inclusion concerns &amp; cultural needs</b>	Administrator	Complaints Register, Incident Log	Ongoing	2.5(d) – Concerns are tracked, addressed and responded to
<b>Engage with First Nations community</b>	CEO, RTO Manager	Stakeholder Register, Community Consultation Notes	Annually or as required	2.5(c), 2.5(e) – Culturally appropriate support and continuous improvement

### Terms And Definitions

**TAS** - Training and Assessment Strategies, a document that describes the RTO's plans to deliver a training product.

**RTO** - Registered Training Organisations, a training organisation with the national VET regulator.

**VET** - Vocational Education and Training, a government body responsible for registering, accrediting, and auditing training providers to ensure they meet national quality standards for vocational education and training

**CALD** - Culturally and Linguistically Diverse is a term used to describe people from non-English speaking backgrounds and/or born outside Australia in non-English speaking countries, highlighting the nation's diverse populatio

## Document Governance

### Document Properties

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<b>Implementation Plan</b>	COO Newsletter, selectability Training Website
<b>Board Committee</b>	FAR

## RELATED DOCUMENTS AND LEGISLATION

<p><b>Related Documents</b></p> <p>Orientation Presentation          Student Code of Conduct          Student Handbook          Staff Induction Handbook          Cultural Awareness Training Materials (for Staff)          Industry Representative and Consultation Register          Wellbeing Referral Register          First-Nations-Engagement-Plan          Diversity and Inclusion Feedback Survey Template          Learner Profile Clause          Reasonable Adjustment Register</p>
<p><b>Legislation / Other instruments</b></p> <p>National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth)</p>
<p><b>Related RTO Policies</b></p> <p>Student Information Policy          Training Support Needs and Reasonable Adjustment Policy          Student Wellbeing Support Policy          AQF Certification Documentation and Records Policy          Student Code of Conduct          Student Handbook</p>

## Aligning Standards

<p><b>Child Safety Principles</b></p> <ol style="list-style-type: none"> <li>1. Child safety and wellbeing is embedded in organisational leadership, governance, and culture</li> <li>2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously</li> <li>3. Families and communities are informed and involved in promoting child safety and wellbeing</li> <li>4. Equity is upheld and diverse needs respected in policy and practice</li> <li>5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice</li> <li>6. Processes to respond to complaints and concerns are child focused</li> <li>7. Employees and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training</li> <li>8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed</li> <li>9. Implementation of the national child safe principles is regularly reviewed and improved</li> <li>10. Policies and procedures document how the organisation is safe for children and young people</li> </ol>
<p><b>2025 RTO Standards</b> Outcome 2 – VET Student Support, Division 3 – Diversity and Inclusion, Standard 2.5</p>

## Document Control

Version	Date	Review Notes	Officer
RTO.2002.V1.0	25/03/2026	Document approved	CFO
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