

Vibe College Learner Support Policy

Vibe College management and staff are committed to providing our enrolling and enrolled students with Language, Literacy and Numeracy (LL&N) Needs and/or learning differences, with advice and support intervention options to assist with a student's ongoing learning and progress through courseware.

Learner Support Procedures

At enrolment

- Students identifying Learner Support needs during the enrolment process will be advised by staff of the support measures available at Vibe College and through referral to support agencies. (Please refer to the following support agencies list)
- Vibe College's enrolment staff may request that a student with learner support needs undertake an LL&N test. Results from the test will be assessed and the course being enrolled in reviewed for appropriateness.
- An initial verbal assessment can be conducted and outcomes [must be recorded to](#) the students' file, where these can be reviewed and accessed at a later date if required. If there is any questions or doubt regarding the potential students LLN skills, then a formal test (LLN Robot) must be provided to the student prior to enrolment. This system will produce a gap training document/resource that should be provided to the departmental coordinator and/or trainer to determine if the student is eligible. For a diploma, regardless of the funding, we should always do a formal entry test.
- VET Student Loan– Review the [VET Student Loan Academic Suitability and Student Entry Policy](#) for more information on the requirements under this funding arrangement
- State Government Funded Programs – LLN test to be used and recorded on student files for all enrolments to ensure suitability.
- International – Vibe College has commissioned a custom-built system for international students managed through the international marketing team.
- Vibe College management must be advised of all LL&N test results that identify significant Learner Support needs of enrolling students.
- Students identified as having significant Learner Support needs will be referred to support agencies and may be enrolled with a reduced study load.

Post enrolment

- Following enrolment all training staff will be available by appointment to provide Learner Support to enrolled students.
- Learner Support provided by staff may include specific interventions identifying Australian Core Skills Framework (ACSF) training needs for learners at varying performance levels.

Pre assessment

- All training staff must review the specific support requirements of all students with learner support needs prior to each assessment event.
- Where reasonable adjustment is determined as necessary for a student with learner support needs, advice must be provided to the Training Coordinator detailing the reasonable adjustment being planned prior to the assessment event (email).
- The Training Coordinator must approve each assessment that contains planning of reasonable adjustment.
- Reasonable adjustment applied to any assessment must be recorded and maintained on a student's enrolment records.

Learner Support Review

Vibe College Management will monitor its ongoing Learner support measures within its Continuous Improvement Systems and within each Internal Audit conducted. Monitoring will include post course survey of students receiving Learner Support assistance.

Please refer to the following list of available support agencies.

Learning Difficulties Australia www.ldaustralia.org

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.

Australian Council for Adult Literacy www.acal.edu.au

The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice. The council exists to:

- provide leadership in Australian debate on adult literacy and numeracy practices and policy
- build understanding of adult literacy and numeracy issues
- advocate on behalf of equitable adult literacy and numeracy provision for all Australians
- build links between people, organisations and systems, the participants and stakeholders in the adult literacy and numeracy field
- Work with other organisations on issues of mutual concern.

Access, Equity & Student Welfare

Vibe College is committed to maintaining an inclusive and diverse workforce and student services.

Access and equity mean policies and approaches aimed at ensuring that VET is responsive to the individual needs of all students including those 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.

Access and Equity principles include:

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

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

- ✦ People with a disability.
- ✦ Aboriginals and Torres Strait Islanders.
- ✦ Women.
- ✦ People from non-English speaking backgrounds.
- ✦ People 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' partner with students to empower them to achieve to their potential. Vibe College trainers ensure students feel connected, supported, and valued as individuals and as part of a community of students.

Students bring existing knowledge and skills

Vibe College 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. Vibe College 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.

Being inclusive is everyone's responsibility

Vibe College 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.

Key Inclusive Learning Actions

Understand differences in the student cohort

Vibe College 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 and guidance to students. All Vibe College trainers have access to information on student diversity.

Access skills and expertise in addressing difference

Introductory inclusive learning skills are embedded in Vibe Colleges' Personnel Induction Programs and ongoing Professional Development on inclusive learning is supported.

Listen to the Student

Vibe College 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

Vibe College 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. All Students are provided with information and guidance on course requirements and outcomes prior to enrolment.

Develop the core skills of students

All Vibe College 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 TAELN411 Address adult language, literacy, and numeracy skills unit of competency.

Support for Students with Additional Needs

Vibe College 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* and the *Anti-Discrimination Act 1998*.

Vibe College 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.

Vibe College strives to maximise opportunities for access, participation, and outcomes for all Students within the vocational education, training, and employment system.

Vibe College undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. Vibe College is committed to treating all prospective and actual students on the same basis.

On the same basis

A person with a disability is able to 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.

Vibe College 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.

An adjustment is a measure or action (or a group of measures or actions) taken by Vibe College that has the effect of assisting a student with a disability:

- ✦ In relation to an admission or enrolment — to apply for the admission or enrolment.
- ✦ In relation to a course or program — to participate in the course or program; and
- ✦ In relation to facilities or services — to use the facilities or services.
- ✦ On the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.

Reasonable adjustments

An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether an adjustment for a student is reasonable, Vibe College has to regard 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.
 - Ability to participate in courses or programs; and
 - Independence.
- ✦ The effect of the proposed adjustment on anyone else affected, including Vibe College, personnel, and other students; and
- ✦ The costs and benefits of making the adjustment.

Student Rights and Vibe College Responsibilities:

Students' Rights	Vibe College Responsibilities
Enrolment	
<ul style="list-style-type: none"> ▪ Right to seek admission and enrol on the same basis as prospective Students without disability including the right to reasonable adjustments. 	<ul style="list-style-type: none"> ✦ Take reasonable steps to ensure that the enrolment process is accessible. ✦ Consider Students with disability in the same way as Students without disability when deciding to offer a place. ✦ 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.
Participation	

<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ✦ Take reasonable steps to ensure participation. ✦ Consult with the Student or their associate about the effect of the disability on their ability to participate. ✦ Make a reasonable adjustment if necessary. ✦ Repeating this process over time as necessary.
Curriculum Development, Accreditation and Delivery	
<ul style="list-style-type: none"> ▪ 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 are able to participate in education and training. 	<ul style="list-style-type: none"> ✦ Enable Students with disability to participate in learning experiences (including assessment and certification). ✦ Consult with the Student or their associate. ✦ Take into consideration whether the disability affects the student's ability to participate in the learning experiences.
Student Support Services	
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ✦ Ensure that Students with disability are able to use general support services. ✦ Ensure that Students have access to specialised support services. ✦ Facilitate the provision of specialised support services.
Harassment & Victimisation	
<ul style="list-style-type: none"> ▪ Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability. 	<ul style="list-style-type: none"> ▪ Implement strategies to prevent harassment or victimisation. ▪ Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability. ▪ Take appropriate action if harassment or victimisation occurs.

- Ensure complaint mechanisms are available to students.

Process for Considering Adjustments

Vibe College 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, Vibe College provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meets their needs.

Vibe College embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to Students without direct or indirect discrimination. All personnel are aware of and know how to use available Vibe College or external resources or be able to confidently refer Students to appropriate tutoring and community support services.

All personnel continue to expand their knowledge or access and equity issues through induction processes when joining Vibe College, and in structured professional development on a regular basis (at least annually) in access and equity issues and resources.

Vibe College personnel have access to a range of access and equity materials designed to assist Students in undertaking and completing courses and qualifications.

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, Vibe College 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 Vibe College makes an adjustment for the Student, the Student or their associate is consulted about:

- ✦ Whether the adjustment is reasonable; and
- ✦ The extent to which the adjustment would achieve the aims in relation to the student; and
- ✦ 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, Vibe College:

- ✦ 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.

A detailed assessment, which might include an independent expert 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, Vibe College 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 Vibe College operations, personnel, and other students; and
- ✦ The costs and benefits of making the adjustment.

In making a reasonable adjustment, Vibe College ensures that the integrity of the course or program and assessment requirements and processes are maintained.

Vibe College 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, Vibe College 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, Vibe College adjustment may consider if the adjustment would impose unjustifiable hardship on its operations.

In determining what constitutes unjustifiable hardship, all relevant circumstances of the particular 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.

In determining whether unjustifiable hardship applies, Vibe College:

- ✦ 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, Vibe College has taken into account 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.

Vibe College 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 trainers; and
- ✦ Benefits deriving from the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and trainers, and any financial incentives, such as subsidies or grants, available to Vibe College as a result of the student's participation.

Where Vibe College 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

Vibe College 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 reasonable adjustments are implemented, a detailed training and assessment plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments is maintained in the student's file.

Reasonable Adjustments	
Student has difficulty with	Example reasonable adjustments

Concentration	<ul style="list-style-type: none"> ✦ Breaking the assessment into appropriate components that can be undertaken separately. ✦ Providing rest breaks during lengthy assessment sessions. ✦ Providing a separate assessment venue if the student is distracted by others' movements or noise. ✦ Providing additional time. ✦ Providing alternative assessment methods, such as recording devices for oral testing, or telephone assessments; and ✦ Allowing the Student to provide evidence of having completed the assessment task at another venue; for example, an employer could verify satisfactory demonstration of competence.
Expressing knowledge in writing	<ul style="list-style-type: none"> ✦ Allowing oral assessment. ✦ Providing a digital recorder, scribe. ✦ Providing a sign language interpreter; and ✦ Providing additional time.
Spelling and/or grammar	<ul style="list-style-type: none"> ✦ Allowing oral assessment. ✦ Providing a digital recorder, scribe. ✦ Providing a sign language interpreter. ✦ Providing additional time. ✦ Providing a computer with a generic spelling and grammar checker, dictionary, and thesaurus (such as those included in Microsoft® Word) or specialised literacy software (such as Spell Master or Read and Write Gold). ✦ Providing models and practical examples for the student to demonstrate what they mean; and ✦ Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays, or models.
Numbers and numerical concepts	<ul style="list-style-type: none"> ✦ Allowing additional time. ✦ Allowing the Student to use a calculator; and ✦ Providing other assistive technology, such as a talking calculator.
Understanding spoken information or instructions	<ul style="list-style-type: none"> ✦ Allowing additional time. ✦ Providing written information or instructions to complement the spoken version. ✦ Providing a sign language interpreter. ✦ Allowing rest breaks or split sessions. ✦ Using simple, direct language (plain English). ✦ Providing step-by-step instructions. ✦ Repeating information given. ✦ Paraphrasing to check for understanding, and asking the student to repeat what they are required to do; and ✦ Demonstrating what is required.

Reasonable Adjustments

Student has difficulty with	Example reasonable adjustments
Maintaining writing posture for any length of time, or writing quickly	<ul style="list-style-type: none"> ✦ Providing a digital recorder or similar. ✦ Allowing oral assessment. ✦ Providing a personal computer (if using a keyboard is more comfortable than writing). ✦ Allowing rest breaks. ✦ Providing a scribe. ✦ Providing other assistive technology or equipment; and ▪ Allowing additional time.
Reading standardised print or handwriting	<ul style="list-style-type: none"> ✦ Providing technology such as magnifying devices to enlarge print, or screen readers. ✦ Providing Braille examination papers (with tactile diagrams, maps etc). ✦ Providing specialised writing pens. ✦ Providing oral assessment or recorded questions. ✦ Providing a reader. ✦ Allowing additional time. ✦ Providing models, graphics, or practical examples to illustrate questions; and Providing heavily lined paper.
Physical tasks	<ul style="list-style-type: none"> ✦ Allowing alternative methods of competence demonstration, such as oral assessment or third-party evidence. ✦ Providing assistive technology or equipment; and ✦ Allowing additional time.
Certain physical environments	<ul style="list-style-type: none"> ✦ Providing appropriate lighting and eliminating glare (for Students with low vision or epilepsy). ✦ Providing suitable furniture. ✦ Providing adequate space for equipment and support personnel. ✦ Providing access to power outlets for equipment; and ✦ Using a separate venue to eliminate distractions by others (and by others using equipment/support personnel).

Support Services

The following support services are available and accessible for all students studying with Vibe College. Vibe College will provide students with contact details to refer any matters that require further follow up with relevant professionals.

Referral Service Available	Contact Details
<p>Lifeline Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.</p>	<p>Phone: 13 11 14</p>
<p>Kids Helpline If you're between 5 and 25 and you're feeling depressed, worried, sad, angry, or confused about things like your studies, personal relationships, Kids Helpline offers free 24- hour, 7-day telephone counselling support (anonymous if you prefer).</p>	<p>Phone: 1800 551 800</p>
<p>Drug Info Drug Info is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms</p>	<p>Phone: 1300 85 85 84 www.druginfo.adf.org.au/contact-numbers/help-and-support</p>
<p>Reading and Writing Hotline For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.</p>	<p>Phone: 1300 655 506 www.readingwritinghotline.edu.au</p>
<p>Centrelink</p>	<p>Phone: 13 24 68 www.humanservices.gov.au/customer/dhs/centrelink</p>
<p>Australian Apprenticeship Support Network (AASN) Australian Apprenticeship Centre's handle all matters related to traineeships and apprenticeships. If you are a trainee or apprentice, some language, literacy, and numeracy courses attract government subsidies. Talk to your AASN provider about this now.</p>	<p>Phone: 13 38 73 australianapprenticeships.gov.au</p>
<p>QLD Subsidised students Vibe College can also access adaptive technologies and support services for QLD student's learners with a disability through QLD DET's Skills Disability Support service.</p>	<p>https://desbt.qld.gov.au/training/careers/support/disability/sds-learners</p>

Anti-Discrimination & Bullying

Vibe College is committed to providing a workplace and client services which are free from bullying, harassment, and unlawful discrimination. Vibe College 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.

Vibe College 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 Vibe College's services.

Vibe College 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.

Vibe College 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.
 - Faxes.
 - Social media and networking forums including Facebook, LinkedIn, Twitter, and other forms of social media; and
 - Communications via text message.

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 Vibe College'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.

Fair and reasonable management action taken in order 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 always expected to adhere to the standards of behaviour contained herein. 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 Vibe College 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 direct manager and it is not practical for them to directly resolve the matter, they shall immediately notify the Chief Human Resources 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 in order 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 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:

- ✦ Vibe College manager having a conversation with the alleged bully about the behaviour complained of; and
- ✦ Vibe College manager having a meeting with the individuals concerned 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 Principal Executive Officer.

A written complaint shall include the names of individuals concerned, details of the incident(s) and the names of any witness's present.

Where a written complaint has been lodged, a formal investigation procedure will commence immediately. Formal investigations may be conducted by the Principal Executive Officer or an external person who is appointed by Vibe College e.g., an independent mediator.

Regardless of whether the investigation is carried out by a Vibe College 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.
- ✦ 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
- ✦ Making a determination as to whether the alleged behaviour occurred and if it constituted bullying.

If Vibe College 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 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 the *Discipline* section of this manual for further action 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, Vibe College 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 under any circumstances 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 Discipline Policy. 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 Vibe College 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 individuals concerned regarding bullying.
- ✦ Requiring individuals who have breached this policy to apologise to appropriate person(s).
- ✦ Adjusting service delivery or working arrangements where appropriate.
- ✦ Providing counselling to individuals (complainant and the person complained of).
- ✦ Placing personnel 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 Vibe College please contact the Vibe College *Principal Executive Officer* to discuss your concerns.

Once notified the *Principal 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 bodies can also provide further information:

Jurisdiction	Contact Details
Queensland	Anti-Discrimination Commission Queensland 1300 130 670 http://www.adcq.qld.gov.au
National	Australian Human Rights Commission 1800 620 241 https://www.humanrights.gov.au
National Vibe College Employees	Fair Work Ombudsman 13 13 94 http://www.fairwork.gov.au