

Safety and Wellbeing:

Strategic Goals:

Overarching goal to reflect whole organization approach: “Creating and maintaining a culture that is safe, inclusive, engaging and supportive resulting in happy successful students and graduates.”

- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- creating and maintaining a culture that is safe, inclusive, engaging and supportive
- Welcoming all whanau/parents/carers and being responsive to them as partners in learning

Policy

It is a priority that students feel supported and part of the Servilles whanau.

- All staff understands the importance of student safety and promotes an inclusive environment for students to thrive.
- All students have access to appropriate guidance and support to ensure that their learning needs are met and barriers to their progress are minimised.
- All students will have information and knowledge of support networks available to them with regard to safety, mental health and wellbeing.

Responsibility

As signatories to the Tertiary and International Learners Code of Practice 2021 ('the Code') Servilles have a responsibility to ensure appropriate operational plans are in place for the safety and mental health and wellbeing of its students.

All staff and students will have access to the Health, safety and wellbeing organisational policy handbook.

All staff and students are responsible for their conduct and ensuring their behaviour is respectful and working towards the academy goal of creating and maintaining a safe, inclusive, engaging and supportive culture.

Behaviours which could cause harm to someone's wellbeing;

- Bullying
- Racism
- Reference to self-harm
- Disrespectful language or rebellious actions not complying with student/staff contracts.
- Any language that treats people unfairly, insults, or excludes a person or group of persons.
- Physical threats or outburst of violence

Day to day responsibility for general student guidance and support rests with the tutor whose role it is to work with the individual students and identify their needs. If a situation arises that requires advice outside of a tutors expertise they are to refer the student to a more senior member of the team or the counsellor who is available onsite one a week and via phone/zoom. If the matter is a crises or The Management Team is responsible for contacting external agencies and referring students to these agencies in order to ensure they receive the help needed.

Procedures

The individual learning and support required will be identified during interview and their initial studies. All students will complete a wellbeing questionnaire to establish wellness plans and support networks.

The type and degree of support is determined and if possible catered for within the training. Where this is not possible other training and/or support is explored and put to the student.

If a mental health situation or concerning behaviour with a learner arises all staff must follow the following steps for support not necessarily in this order:

1. identification,
2. consult/chat with learner,
3. involve management staff or counsellor,
4. involve external agencies such as youthline, lifeline, GP,
5. Referral to emergency services such as 111

In all of the above situations staff needs to act with empathy, sensitivity, caution and discretion.

Emergency situations such as depressive, manic or suicidal behaviour:

If a student displays any behaviour that is alarming, out of character or deemed as dangerous to themselves or others it is important to act with care and a less is more approach with regard to advice or guidance. First steps are to ascertain the feelings and situation in order to employ the correct emergency referrals. Listening and being there is crucial:

Listening tips suggested by mental health experts include:

- Be patient and calm while the suicidal person is talking about their feelings.
- Listen to the suicidal person without expressing judgment, accepting what they are saying without agreeing or disagreeing with their behaviour or point of view.
- Ask open-ended questions (i.e. questions that cannot be simply answered with 'yes' or 'no') to find out more about the suicidal thoughts and feelings and the problems behind these.
- Show you are listening by summarising what the suicidal person is saying.
- Clarify important points with the person to make sure they're fully understood.
- Express empathy for the suicidal person.

Referral to a health or emergency professional is a made.

Evidence/Measurement of success

- Student feedback and surveys (informal and formal)
- Student meetings
- Attendance
- Retention
- Completions and EPI data

Relevant documents:

- Health Safety and Wellbeing Policy
- Self Review report for The Education (Pastoral care of Tertiary and International Learners) Code of Practice 2021.
- Student Handbooks all programmes (includes the below)
- Drug and Alcohol Policy
- Complaints Policy
- Te Tiriti Policy