

PO-17 MENTAL HEALTH POLICY

1. Purpose

This policy establishes a structured approach for identifying and responding to signs of mental health challenges among students at the Institute Automotive Mechanical Engineers (IAME) (ABN: 57000033992, RTO 90409), in alignment with the Standards for Registered Training Organisations (SRTOs) 2025, and in conjunction with the IAME's most relevant or applicable list of Policies: **PO -16 Student Wellbeing Policy**, **PO -14 First Nations Policy**, and **PO-21 Sexual Orientation Policy**.

2. Scope

This policy applies to all IAME staff, including trainers, assessors, and support personnel, involved in the delivery of training and assessment services.

3. Definitions

- Mental Health Challenges: Conditions that affect a student's emotional, psychological, and social well-being, manifesting as changes in behaviour, mood, or functioning.
- Psychosocial Stress: Stress arising from interactions between individuals and their environment, affecting mental health.
- First Nations Students: Students identifying as Aboriginal or Torres Strait Islander.
- LGBTIQ+ Students: Students identifying as lesbian, gay, bisexual, transgender, intersex, queer, or other sexual orientations and gender identities.

4. Identification of Mental Health Challenges

Trainers and assessors are trained to recognize signs of mental health challenges, which may include:

- Changes in behaviour such as increased irritability, withdrawal from social activities, or anger.
- Expressions of self-harm or talk about domestic violence witnessed at home.
- Financial distress or signs of substance abuse.
- Discomfort or distress related to sexual orientation or gender identity.

These indicators should be documented and reported to the designated Student Well-being Officer.

5. Response Protocol

Upon identification of potential mental health challenges:

1. Immediate Support: Provide a safe and supportive environment for the student.
2. Referral: Refer the student to appropriate internal or external mental health services, ensuring cultural safety for First Nations and LGBTIQ+ students.
3. Follow-up: Monitor the student's well-being and maintain confidentiality throughout the process.

6. Professional Support Resources

Trainers should refer students to the following professional support services:

- Lifeline Australia: 13 11 14
- Beyond Blue: 1300 22 4636
- Headspace: 1800 650 890
- NSW Mental Health Line: 1800 011 511
- Local Aboriginal Medical Services (AMS): Contact details available through IAME Student Support.
- QLife (LGBTIQ+ support): 1800 184 527

7. Cultural Considerations (directly linked to this Policy)

- First Nations Students: Acknowledge the holistic approach to health, incorporating physical, mental, and spiritual well-being. indigenousmhspc.gov.au
- LGBTIQ+ Students: Recognize the increased risk of mental health challenges and provide inclusive support.

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8. Compliance with SRTOS 2025

This policy aligns with the following SRTOS 2025 clauses:

- Clause 1.7: Ensure access to support services for students.
- Clause 1.8: Provide information to students about support services.
- Clause 1.9: Support students to achieve their learning goals.
- Clause 2.1: Provide training and assessment that meets the needs of learners.asqa.gov.au
- Clause 2.2: Ensure trainers and assessors have the necessary skills and knowledge.

9. Monitoring and Review

The policy will be reviewed annually to ensure alignment with regulatory requirements and industry standards.

Document Control Information and History				
Version	Date	Created / Modified	Created by	Approved by
V1.0	16/06/2025	Created	Peter Blanshard Chief Executive Officer – IAME / RTO	Jeffrey Richards Chairperson: IAME Board of Directors

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