

PO-21 SEXUAL ORIENTATION AND GENDER IDENTITY POLICY

1. Introduction

At the Institute Automotive Mechanical Engineers (IAME) (RTO - 90409), we are committed to upholding the highest standards of inclusion, equity, and student well-being. In accordance with the Standards for Registered Training Organisations 2025 (SRTO'25), this policy affirms our zero-tolerance approach to discrimination and our active support for students and staff of all sexual orientations, gender identities, and gender expressions.

We recognize that fostering a learning environment where all individuals are safe, supported, and respected is critical to student success, particularly for LQBTIQ+ students who may face unique challenges. This policy contributes to fulfilling our obligations under the SRTO'25 in promoting student well-being, inclusive education, and safe training environments.

2. Purpose

The purpose of this policy is to:

- Promote a culture of respect and dignity for LQBTIQ+ individuals;
- Outline clear responsibilities for ensuring LQBTIQ+ inclusion and safety;
- Provide accessible support systems that address mental health and well-being;
- Fulfil the obligations outlined in SRTO'25 regarding student welfare, access and equity, and continuous improvement.

3. Scope

This policy applies to all staff, contractors, students, stakeholders, and learning environments within Institute Automotive Mechanical Engineers (ABN: 57000033992) (IAME RTO90409), including:

- On-site (Auburn NSW) training and events;
- Online and remote learning platforms;
- Work-based training placements, pre-apprenticeship courses and all other RTO related interactions.

4. Policy Statements

4.1. Non-Discrimination and Equity

- The IAME, strictly prohibits discrimination, harassment, victimisation, or vilification based on actual or perceived sexual orientation, gender identity, or intersex status.
- We comply with all relevant anti-discrimination legislation and the SRTO'25 clauses on student protection, access, and equity.
- Clear reporting mechanisms are in place for anyone who experiences or witnesses discriminatory behaviour, and all complaints will be managed confidentially, fairly, and promptly. See **PO-11 Complaints and Appeals Policy**.

4.2. Safe and Inclusive Learning Environment

- LQBTIQ+ students have the right to a physically, psychologically, and culturally safe learning environment.
- All learning materials, communications, and content are reviewed regularly to ensure inclusivity and relevance.
- Pronouns and chosen names will be respected across all platforms and interactions.

4.3. Student Well-being and Mental Health Support

- We recognise the heightened risks of mental health challenges among LQBTIQ+ students and ensure they have timely access to:
 - Mental health professionals with LQBTIQ+ competency; info@lgbtqhealth.org.au
 - Peer-led support networks;
 - Emergency well-being interventions and follow-up care.
- Confidential, trauma-informed support services are available to all students, free of judgment and bias.

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4.4. Intersectional and Cultural Inclusivity

- This policy works in tandem with the **PO-04 Multicultural Policy** and **PO-14 First Nations Policy**, recognising the additional challenges faced by LQBTIQ+ individuals from culturally and linguistically diverse (CALD) or Aboriginal and Torres Strait Islander backgrounds.
- Staff will be trained in culturally responsive practices to support the intersectional identities of our students.

5. Staff Training and Professional Development

- All educators, administrative staff, and contractors must complete annual training in:
 - LQBTIQ+ cultural competency;
 - SRTO'25-aligned inclusive teaching practices;
 - Mental health first aid with an LQBTIQ+ lens.
- Participation in ongoing education on inclusion, discrimination prevention, and cultural awareness is required and recorded as part of our continuous improvement and compliance system.

6. Inclusive Policies and Continuous Improvement

- This policy forms part of a broader Inclusion and Well-being Framework that is reviewed annually and updated in accordance with:
 - SRTO'25 updates;
 - Feedback from students, staff, and community stakeholders;
 - Data from student satisfaction surveys and support service utilisation.
- Inclusion practices are regularly reviewed through staff and student input to ensure the learning environment remains respectful, equitable, and inclusive of all sexual orientations and gender identities.

7. Compliance and Reporting

All members operating within the IAME, must comply with this policy. Any breach will be treated as a serious matter and may lead to disciplinary action.

A confidential reporting channel is available via: Ms. Antonella Abbate
 Reports will be managed by the Student Welfare and Inclusion IAME HMA's.

At the Institute Automotive Mechanical Engineers, we champion diversity, inclusion, and well-being. Upholding the rights and dignity of LQBTIQ+ individuals is not only our moral duty but a regulatory commitment under SRTO'25. Through this policy, we affirm that every student is entitled to a safe, inclusive, and affirming learning experience.

8. Monitoring and Review

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

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

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