

Code of Practice

Pastoral Care of Domestic Tertiary Learners

*It's not just First Aid and Training
It's Life!*



actions for survival

leading the way in first aid training

Contents:

Introduction

Purpose

Goals and Values

Outcome 1: A learner wellbeing and safety system

Outcome 2: Learner voice

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments.

Outcome 4: Learners are safe and well

The outcomes, part 5, 6, 7 and 8 inclusive of the code, does not apply to Actions for Survival Training Ltd as it does not enrol domestic or international learners that require accommodation and does not enrol international learners.

Introduction:

Actions for Survival Training Ltd (AFST) is a NZQA registered and accredited Private Training Establishment.

AFST delivers learning and assessment primarily in First Aid and Pre-Hospital Emergency Care, Mental health and Wellbeing, and Alcohol and Substance abuse.

AFST has no full-time learners and no permanent school teaching building. The majority of AFST's courses are held at the customer's premises or we have premises that we regularly hire.

Purpose:

The purpose of this document is to ensure learner welfare is paramount and upheld.

- AFST will engage learners, staff, community, and all stakeholders to ensure learner needs are met.
- AFST will proactively create an environment where learners' overall wellbeing is supported, no matter their race, gender, age, or sexual orientation, cultural beliefs, and practices.

- All training will be flexible and meet the diverse needs of all learners, whilst being respectful to all learners, their support networks, and the wider community.
- All processes will be transparent. Internal processes will allow for relevant information to be shared internally, whilst ensuring information is safe and secure.
- Learner information held will be protected in a manner that adheres to the Privacy Act 2020.
- AFST works in partnership with Māori learners, their community, and Organisations to ensure the outcomes of this Code of Practice meet the requirements of Te Tiriti O Waitangi.

This document is available to all learners, the public, staff, NZQA, and other stakeholders.

Part 3: Organisational structures to support a whole-of-provider approach to learner wellbeing and safety.

Outcome 1: A learner wellbeing and safety system

Process 1: Strategic goals and strategic plans

1. Provide excellence in compliant training across New Zealand, creating fun, progressive, high-quality programs that are easily accessible for all New Zealand learners.
2. Provide a safe holistic learning environment for all New Zealand learners.
3. To ensure all learner welfare remains paramount in our delivery.

Process 2: Self-review of learner wellbeing and safety practices

The guiding principle for AFST is to support learners to achieve their goals in this area and have the confidence to respond in a medical emergency should the need arise and to recognise how to keep themselves and others safe when dealing with social issues.

- AFST will proactively create an environment where learners' overall wellbeing is supported, no matter their race, gender identity, age, disability or sexual orientation, cultural beliefs, religion, and practices.
- Learners are given the opportunity, both verbally and in writing, to discuss any needs they may have, these may include, but are not limited to: Family, finance, learning difficulties, barriers to learning; physical or emotional.
- From this information staff will be able to offer assistance or guidance towards the appropriate services available.

- Learners have access to the head office phone number and e mail should they need further support.
- Actions for Survival Training is well-known for the support it offers its learners. The instructors are very experienced in managing situations whether at an emergency or in a classroom. The instructor ensures there is a professional, safe learning environment which is welcoming and happy and conducive to learning.
- When facilitating sensitive issues of, mental health and wellbeing, drugs and alcohol and life and death situations, this can often ignite personal memories and experiences causing emotional responses in learners. The instructor is well versed in managing these situations and will provide caring support and will offer information on other support organisations available to them, should they require it.
- The instructor is well versed in managing these situations and will provide caring support and will offer information on other support organisations available to them, should they require it.
- As Actions for Survival Training only has the learners with them for 1-2 days, we usually do not know their lifestyles or needs, unless we have been specifically informed at the booking stage.

The list below are resources that are available to learners, should they wish to access them.

For counselling and support

- Lifeline **0800 543 354** (0800 LIFELINE) or **free text 4357** (HELP) – for counselling and support
- Samaritans **0800 726 666** – for confidential support for anyone who is lonely or in emotional distress.
- Depression Helpline **0800 111 757** or **free text 4202** – to talk to a trained counsellor about how you are feeling or to ask any questions.
- Healthline **0800 611 116** – for advice from trained registered nurses
- www.depression.org.nz – includes The Journal free online self-help tool.

All services are free, and are available 24 hours a day, seven days a week unless otherwise stated.

<https://mentalhealth.org.nz>

Free call or text 1737 any time for **support** from a trained counsellor.

For help with specific issues

- 0508 Tautoko Crisis Helpline **0508 828 865** – for support if you are in distress, or worried that someone may be at risk of suicide or for those who are grieving a loss.
- OUTLine **0800 688 5463** (0800 OUTLINE) – for sexuality or gender identity issues (10am – 9pm Monday to Friday, and 6pm – 9pm weekends)
- Alcohol Drug Helpline **0800 787 797**, **free text 8681** or online chat at alcoholdrughelp.org.nz – for people dealing with alcohol or other drug problems.
- Women’s Refuge Crisis Line **0800 733 843** (0800 REFUGE) – for women living with violence, or in fear, in their relationship or family.
- Māori Women’s Refuge Crisis Line **0800 733 843** or visit womensrefuge.org.nz/get-help/maori-wahine/
- Anxiety Helpline **0800 269 4389** (0800 ANXIETY)
- Shakti Crisis Line **0800 742 584** (0800 SHAKTI) – for migrant or refugee women living with family violence.
- Rape Crisis **0800 883 300** – for support after rape or sexual assault
- PlunketLine **0800 933 922** – support for parents, including mothers experiencing post-natal depression.
- Rural Support **0800 787 254** – for people in rural communities dealing with financial or personal challenges.
- Refugees as Survivors **0800 472 769** or www.rasnz.co.nz – psychological support for refugees and asylum seekers
- EDANZ **0800 233 269** or www.ed.org.nz – for information, support, and resources about supporting someone with an eating disorder.

For children and young people

- Youthline **0800 376 633**, **free text 234**, email talk@youthline.co.nz or webchat at www.youthline.co.nz (webchat available 7pm – 11pm) – for young people and their parents, whānau and friends
- What’s Up **0800 942 8787** (0800 WHATSUP) or webchat at www.whatsup.co.nz from 5pm – 10pm for 5-18 year old.
- Kidsline **0800 543 754** (0800 KIDSLINE) – for young people up to 18 years of age'
- www.thelowdown.co.nz visit the website or **free text 5626** – for support for young people experiencing depression or anxiety.
- www.auntydee.co.nz – a free online tool for anyone who needs help working through problems.
- www.sparx.org.nz – an online self-help tool that teaches young people the key skills needed to help combat depression and anxiety.

For families, whānau and support workers

- Skylight **0800 299 100** – for support through trauma, loss, and grief (9am – 5pm weekdays)
- Supporting Families in Mental Illness **0800 732 825** – for families and whānau supporting a loved one who has a mental illness.
- Le Va www.leva.co.nz or www.facebook.com/LeVaPasifika – information and support for Pasifika families on mental health, addiction, and suicide prevention
- Victim support **0800 842 846** – 24-hour support for people affected by crime, trauma, and suicide.
- Common Ground www.commonground.org.nz – a central hub providing parents, family, whānau and friends with access to information, tools, and support to help a young person who is struggling.
- After a Suicide www.afterasuicide.nz – a website offering practical information and guidance to people who have lost someone to suicide.
- Mental Health Foundation www.mentalhealth.org.nz – for more information about supporting someone in distress, looking after your own mental health and working toward recovery.

Protecting learner privacy

- Permission is sought from learners when gathering their personal information.
- Learners are made aware of why the information is being collected and how it will be used.
- Learners are made aware that they can have access to their personal information and update it as required.

Training Venues

- With the different options for mode of learning, learners may be in their own homes or their workplaces or they may be at a public venue.
- In the home the learner is responsible for their own health and safety, in the workplace there is a collaborative responsibility between employer and employee for health and safety. In public venues, the health and safety responsibilities are shared with the learner, facilitator, and the venue representative.
- Many workplaces will provide the venue and lunches for their staff. Attending at a public venue the learner is responsible for providing their own food, however there will be access to hot drinks.

The temporary training room sites that are used by AFST are approved, and registered with NZQA. All sites have a current warrant of fitness and comply with all regulations under the Buildings Act 2004, the Building Amendment Act 2016 and the Health and Safety at Work Act

2015. This is checked on at the booking stage. The facilities comply with all the legislative and regulatory requirements to be used for training.

Some training is conducted onsite at employers' addresses or schools.

Prior to any training sessions all venues are checked for the following:

- Emergency exits and evacuations procedures,
- Lighting and temperature control
- Seating and tables
- Toilet facilities
- Kitchen facilities
- Cleanliness

If there are any concerns regarding the venue by instructors or learners, the venue facilitator will be contacted directly.

Onsite training sessions

Learners are welcomed on arrival. The facilitator introduces themselves and the learners are given an orientation to the venue, health and safety requirements.

There are brief introductions and a small Ice breaker question that establishes any fears a learner may have about the subject content.

At the beginning of all classroom sessions, all learners are encouraged to interact, ask questions, discuss any issues, or raise concerns at any time. Learners are also advised that there is a procedure for formal complaints and how to access it should the need arise.

All sessions conclude with an anonymous feedback/evaluative session, where any issues can also be raised.

Each learner receives feedback at the time of the practical assessments on the day of the course.

For First Aid Courses:

- Positive feedback is always given during the practical assessments.
- Any corrections to the actions that need to be made at the time.
- If any reassessment needs to be conducted, they are done on the same day, using a different set of scenarios. Where a learner still fails to achieve a second assessment date is offered at no extra cost.
- All assessments are scenario based, with a practical application expectation, which applies theory to skills in a possible real situation so that they can be more confident to assist if the situation should arise.

- There is constant feedback and encouragement throughout the day or two days, this will often encourage the more timid learner to be more outgoing and interact more with the team they are working with.

For Mental Health Wellbeing and the Impact of Alcohol and other Drugs:

- Positive feedback and support are always given from the enrolment on the session to the end of the assessment and thereafter should the need arise.
- The session is by workbook application and written assessment. There is generally no right or wrong in the assessment as the response are mainly based on personal reflections and the impacts affecting their own lives. However, should a learner be veering in a different direction, this is managed by personal 1-1 interaction with the assessor.
- The subject matter is a very sensitive issue for many and with the encouragement of personal reflections and the awareness of coping strategies, support mechanisms and support opportunities available to them, this sees the learner grow in confidence and recognise problems that may be impacting their own lives and gives them the opportunity to find ways forward.

AFST offers an inclusive in class learning environment so learners can support, learn, and participate together. There is also the opportunity to learn individually 1-1 with a facilitator, and online, with assessor and live chat support. We are aware that all the learners have different needs and styles of learning hence we offer different options to suit those needs. AFST offers an ongoing supportive environment for all learners. AFST are also able to use facilitators and assessors who are experienced with learners who may have learning difficulties and may need more complex learning support. Regardless of ethnicity, gender, culture etc. all learners are treated equally.

AFST supports and encourages learners in all modes of delivery whether it be in the classroom or online to:

- Share ideas and opinions,
- Ask questions and challenge,
- Share personal life stories and reflections,
- Respect the opinions of others whether they be alternative perspectives or not,
- Be open to different perspectives,
- Encourage and support each other.

AFST promotes a fun, inclusive, supportive, and respectful learning environment. In the classroom setting, we encourage all learners to participate and work with others as the skills are for use with self and others in real life situations.

Process 3: Publication requirements

The following information is available on our website for viewing

<https://actionsforsurvival.com/cop/>

AFST Code of Practice – Pastoral Care of Domestic Tertiary Learners 2021

AFST Code of Practice – Pastoral Care of Domestic Tertiary Learners review 2023

Process 4: Responsive wellbeing and safety requirements

As AFST only has the learners with them for 1-2 days, (7-14 hrs.) we usually do not know their lifestyles or needs, unless we have been specifically informed at the booking stage or the learner informs us on the day.

However, if an issue with a learner's wellbeing is identified the steps below would be followed.

Identification of a concern may be in the form of:

1. Learner disclosure
2. Instructor observation

Steps to follow if a concern is noted:

1. Learner disclosure

- Ensure the learner is in a safe environment,
- Reassure them that their concerns are taken seriously,
- Enquire about What assistance they would like from AFST?
- Inform them that the concern will need to be shared with the Managing Director.
- Inform them that the information they give will be treated in the strictest of confidence and will only be shared with others with their permission.
- An incident form will be completed and policy channels for these events followed.
- With the learner's permission all steps will be taken to advise them of the organisations that may be able to help them.

2. Instructor Observations

- Where possible the instructor will privately talk with the learner to enquire whether help is required.
- If the learner refuses help an incident/instructor checklist will be completed and passed to the Managing Director.
- If the learner indicates that they need assistance, the above steps for learner disclosure will be followed.

At the discretion of the Managing Director, and with permission from the learner, the learner's workplace manager will be made aware of the concerns, and plans can be made in conjunction with them to assist the learner for the best outcome.

All staff both admin and instructing, have training in the Treaty of Waitangi and cultural awareness, mental health wellbeing and the Impact of Alcohol and other drugs.

The AFST program includes discussions around 'looking after yourself' especially when assisting at an accident or incident scene, what to do, where and when to get help.

Further to this, topics around what constitutes 'healthy living' are discussed, when the program arrives at the Heart section.

Any incidents reports or concerns raised are discussed confidentially at Team Meetings. What actions were taken and if improvements can be made.

Emergency situations

- Emergency information and evacuation procedures are given to the learners at the beginning of each session.
- Emergency evacuation signage is in all training rooms.
- Fire equipment is available at all training sites.
- First aid kits are available on site and Instructors have kits available for use.

A comprehensive Health and Safety management plan is included as part of all team members induction. Any Health and Safety concerns are discussed and reviewed at team meetings.

Outcome 2: Learner voice

Process 1: Learner voice

Discussions are had at the booking stage of the course and learners; workplaces and organisations are encouraged to share with AFST their requirements. This ensures we can provide the best possible course to meet their needs.

If AFST is unsure of any requirements, this will be followed up for clarity. Notes are made for the instructor and team on the booking sheets and calendar of any issues, concerns, or requirements. Email trails are stored in the appropriate for future reference.

At the beginning of all classroom sessions, all learners are encouraged to interact, ask questions, discuss any issues, or raise concerns at any time. Learners are also advised that there is a procedure for formal complaints and how to access it should the need arise.

All sessions conclude with an anonymous feedback/evaluative session, where any issues can also be raised.

For online learning sessions, the learners again are encouraged to interact and speak out should they wish to, they are also informed of the complaints procedure to follow should the need arise, by contacting AFST directly by phone, email, Live chat or in person.

Documentation is kept of issues and responses.

AFST offers an inclusive in class learning environment so learners can support, learn, and participate together. There is also the opportunity to learn individually 1-1 with a facilitator, and online, with assessor and live chat support. We are aware that all the learners have different needs and styles of learning, hence we offer different options to suit those needs. AFST offers an ongoing supportive environment for all learners. AFST are also able to use facilitators and assessors who are experienced with learners who may have learning difficulties and may need more complex learning support. Regardless of ethnicity, gender, culture etc., all learners are treated equally.

AFST supports and encourages learners in all modes of delivery whether it be in the classroom or online to:

- Share ideas and opinions,
- Ask questions and challenge,
- Share personal life stories and reflections,
- Respect the opinions of others whether they be alternative perspectives or not,

- Be open to different perspectives,
- Encourage and support each other.

AFST promotes a fun, inclusive, supportive, and respectful learning environment. In the classroom setting, we encourage all learners to participate and work with others as the skills learnt are for use with self and others in real life situations.

Learners are encouraged to speak with the instructor if they have any concerns or issues that may impede their learning. Instructors will confidentially discuss with them the strategies or options available to complete the training session. If the concern is not able to be rectified at the time, this information is then recorded, passed to the office and the solutions proposed.

This information will be followed up by the administration team with the learner. The learner's workplace with permission, will be contacted to discuss options and outcomes. Any matters of concern are raised at the team meetings. Instructors are encouraged to use their discretion at the time the concern is raised.

All learners are given information on their learning and assessment prior to the session if requested and on the day. Learners are given information on the resubmission and appeals procedure. Learners have the right to appeal any assessment result and to re-sit or resubmit any assessment. For first aid the reassessment is usually arranged for the same day.

Learners are encouraged to bring support people with them to the training session should they have that requirement.

Examples: Sign language interpreter, language interpreter, support person for a person with anxiety issues, young adult with parent and even support dogs.

Learner feedback

All learners, workplaces and organisations are given the opportunity to give feedback on all areas of the process from initial contact, booking, the training session, follow ups, and certification.

Feedback is often received verbally or via e mail.

All sessions conclude with an anonymous feedback/evaluative session, where any issues can also be raised. Feedback is reviewed by the Training Manager at least weekly. Any concerns identified from the evaluations are discussed with the appropriate team member directly and investigated as required. Notes will be made from the discussions; a report will be written, and a response will be sent to the person raising the concern outlining the result.

If appropriate, from the concerns raised a process will be developed to ensure all learners' needs are being met in an appropriate manner.

All stakeholders are encouraged to give feedback to help us identify any areas for review, or concerns that need addressing. AFST has a meeting schedule (where appropriate) for meetings and reviews with customers as per the contract requirements.

All information gathered is held in a secure environment and meets the requirements of the Privacy Act 2020.

Process 2: Learner complaints

AFST has a system in place where learners can voice their concerns, see above under Learner feedback.

On receipt of a complaint AFST will:

- Acknowledge receipt of the complaint to the complainant, the scope, and possible outcomes of the process.
- Ascertain the appropriate support levels, people and services required. i.e. Cultural advisor, interpreters etc.
- Collect and document information from the complainant.
- Inform the complainant that the information is being noted and collected for the purpose of investigation, including any discussions with those concerned.
- All information will be treated as private and held in a confidential manner.
- The team member/s involved will meet with a member of the management team to discuss the complaint.

Depending on the outcome of the investigation, a plan may be implemented to address the concerns, this could include but is not limited to:

- An apology to the complainant.
- Upskill training as required by the industry.
- Professional development training
- Peer assessment
- Reviews

All outcomes are documented. The complainant will be informed of the outcomes as required.

Process 3: Compliance with the Disputes Resolution Scheme

AFST does not deliver New Zealand qualifications, as a PTE AFST can be contracted by individuals, workplaces, and organisations to deliver and or assess approved NZQA unit standards.

The learners receive information on the complaint's procedure both formal and informal.

Learners have the opportunity to appeal any assessor's judgement.

If learners are unable to work with AFST to achieve a resolution, they are encouraged to contact Toitū te Waiora the standard setting body, following that NZQA directly.

Part 4: Wellbeing and safety practices for all tertiary providers

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Process 1: Safe and inclusive communities

Process 2: Supporting learner participation and engagement

Discrimination, racism, bullying, harassment, and abuse is not tolerated. If AFST staff suspect a person has or is being bullied or harassed, the staff member will bring it to the attention of the management team as soon as possible. If the event occurs during a training session the instructor will call a break, during which time the person suspected of being bullied or harassed will be asked if they feel safe and how they would like to proceed.

They will be given information on how to contact the management team and helped as required, including the opportunity to complete a formal grievance form.

At the time of the event, where appropriate, the instigator will be spoken to, and action taken as deemed necessary. Action may be, but is not limited to:

- Offender being asked to leave the session.
- Apologies offered to the offended person.
- Changing seating arrangements or minimising contact between the individuals concerned.

The instructor will complete an incident form as soon as possible after the event and follow health and safety and reporting procedures. In situations where a person/s are in physical or emotional danger the management team is to be contacted immediately and advice taken.

In extreme situations, i.e., immediate danger the instructor will end the session and call the police.

Team members are able to recognise bullying or harassment, understand the effects of this behaviour, and how to manage situations as per the Worksafe NZ Guidelines –

<https://www.worksafe.govt.nz/topic-and-industry/bullying/>

AFST team members have training on and respect Te Tiriti O Waitangi and the importance of an all-inclusive environment.

Ongoing support:

- Learners are interacted with in a fair and equitable manner.
- Learners have information provided to them in a timely fashion.
- No learner is discriminated against for any reason, whether it be culture, ethnicity, ability or other.
- Learner requests, issues, concerns, or complaints are managed in the same manner.
- Learners are entitled to ongoing support, respect, and assistance when, and as required.
- If AFST is unable to meet the needs of a learner, further assistance will be accessed to do so with the learners' permission.

AFST has policies and procedures in place that protects all learners from physical, emotional, moral, and cultural harm.

Ensuring the physical safety of learners by way of a venue checklist, ensuring the physical environment is safe and fit for purpose.

Providing a learning environment that is conducive to learning, but also meets the cultural and emotional needs of a learner; this may include but is not limited to:

- Encouraging and giving the learner the opportunity to ask and answer questions in their own words.
- Acknowledging and valuing success.
- Adhering to a no-bullying or harassing environment and acting on incidents of this nature as per procedure.
- Physical environment meets at least the basic needs of learners and the requirements of the safe building codes.
- Encourage social connections between learners.

- Recognising that people have different learning styles and using different techniques to meet the learning needs.

AFST supports and encourages learners in all modes of delivery whether it be in the classroom or online to:

- Share ideas and opinions,
- Ask questions and challenge,
- Share personal life stories and reflections,
- Respect the opinions of others whether they be alternative perspectives or not,
- Be open to different perspectives,
- Encourage and support each other.

AFST promotes a fun, inclusive, supportive, and respectful learning environment. In the classroom setting, we encourage all learners to participate and work with others as the skills are for use with self and others in real life situations.

Facilitating staff have training in adult learning and support.

- Engaging learners in active learning and participation.
- Presenting effectively to different learning styles.
- Managing time, staying on track whilst acknowledging learners' experiences.
- Communicating expectations.
- Being prepared and sharing timely and relevant resources.
- Providing constructive feedback.
- Being approachable and encouraging.

The use of Te Reo and Tikanga Māori in training sessions is encouraged and welcomed.

Translators are welcome in an all-immersive language environment. Using Te Reo greetings to welcome people to the venue is an accepted practice.

Process 3: Physical and digital spaces and facilities

AFST understands that not all learners have access to electronic devices or the internet. Therefore, digital devices for learners are not a compulsory requirement. While electronic media is preferred for enrolment and bookings, we have the options of:

- Enrolling/booking online, by email, telephone, face to face or postal.

Any use of photos, videos or testimonials of learners is only by written permission from the learner. Learners can request that photos or testimonials be removed at any time, after they have given permission.

Physical Spaces

All venues used for training purposes meet the local Councils Code of Compliance and have a current Building Warrant of Fitness.

All venues have:

- Kitchen facilities.
- Toilets – male, female, and disability facilities.
- Heating/cooling.
- Seating and tables.
- Suitable lighting.

The layout of the venue's rooms can be altered to meet the learners' needs. Learners are encouraged to move around during the training e.g., walk, stretch or sit on the floor.

All venues are checked annually to ensure they continue to meet the requirements.

Outcome 4: Learners are safe and well

Process 1: Information for learners about assistance to meet their basic needs

Process 2: Promoting physical and mental health awareness

Process 3: Proactive monitoring and responsive wellbeing and safety practices

Learners are given information at the time of booking about the requirements for the training sessions:

- Suitable clothing to be worn.
- Discussing barriers to learning.
- Refreshments provided/not provided.
- Arrival on time.

During the opening of the session:

- Learners are given the appropriate emergency evacuation information for the venue.

- Learners will complete the registration form with their personal details and an explanation given about what it will be used for.

Learners physical and mental health safety is paramount to AFST:

- Consideration for physical safety by ensuring that the venues are fit for purpose and meets the needs of all persons using the facility.
- Challenging behaviours – physical threats between people will not be tolerated. If an incident does occur, Instructors are to ensure everyone's safety and follow the correct procedures.

If an incident occurs:

- Keep yourself safe and others where possible.
- Depending on the situation measure may include:
- Call for a break for the class.
- Speak to the person in private, calming where possible.
- Suggesting the person leave and rebook.
- Asking the person to leave the room or advising others to leave where appropriate.
- Contacting person of contact from booking sheet, contact office.
- Calling 111.
- Advise AFST as per procedure.

Bullying, harassment, racism etc. will not be tolerated under any circumstances.

Example of bullying, harassment include:

- Insensitive jokes and pranks.
- Rude or abusive comments about appearance, colour of skin, practice, and beliefs.
- Deliberate exclusion from conversations
- Displaying abusive or offensive writing or material.
- Unwelcome touching.
- Abusive, threatening, or insulting words or behaviour.
- Abusive, insulting, or offensive language or comments.
- Unjustified criticism or complaints.
- Physical or emotional threats.
- Deliberate exclusion from workplace activities.
- The spreading of misinformation or malicious rumors.
- The denial of access to information, supervision, or resources such as that it will have a detrimental impact on the individual or group.

If an incident occurs or is brought to the instructor's attention, the instructor can call a break to discuss with the people involved. If a resolution is not agreed upon, the instigator may be asked to leave the session. All parties involved are given information on how to make a formal complaint.

At the time of the event, where appropriate, the instigator will be spoken to, and action taken as deemed necessary. Action may be, but is not limited to:

- Call for a short break.
- Instigator being asked to leave the session and rebook.
- Apologies offered to the offended person.
- Changing seating arrangements or minimising contact between the individuals concerned.
- Ensure that the person being harassed feels safe and is in a safe environment if they chose to remain.

Barriers to Learning

At the time of booking learners are encouraged to inform AFST if they have any challenges that may impact their learning. On receipt of any such information the instructor is notified, and a plan created for the management of this barrier. This is done in consultation with the learner.

Examples:

- A learner expresses that they have difficulty getting up from the floor due to knee problems. Extra assistance would be provided to support this, the instructor, chairs, cushions etc.
- A learner is concerned due to religious reasons, performing rescue breathing, in front of others. Arrangements are made for the assessment to be conducted in private 1-1 with the instructor.
- A learner is anxious about being with other people, arrangements are made for that learner to bring a support person with them and strategies to use if becoming anxious.

Learners are invited at the beginning of the session to discuss with the instructor in confidence any difficulties they may experience during the training session. The instructor will work with the learner to meet their needs:

Example:

- Due to a traumatic event, the learner feels unable to perform CPR as it is still upsetting. The instructor will offer options on how this requirement can be met, whether it is to attend at a later date or to continue without this requirement and the certification this will result in.

Any information given to AFST staff is held in confidence and privacy. Information is given only to the appropriate person.

If a learner discloses or is identified as having mental health concerns, they will be directed to the appropriate agencies for assistance and support.

Summary

AFST makes every effort to meet the needs of the learners and help them achieve success so that they leave a course with the necessary skills and confidence to make a difference during a medical emergency. We hope to create the best learning environment for anyone who participates in our training sessions or uses our service.

We endeavour to be flexible in the session timings, which helps to create an environment where the learners, organisations or workplaces they represent have a feeling of control and management over their training, delivery and assessment.

AFST hope to provide a safe, inclusive and enjoyable learning experience for all participants, which promotes dignity, self-esteem and empowerment for them as an individual and respects the culture, ideological or employment community with which they identify.

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It's Life!*

