

Mental Health Policy and Procedure HEPP69

PURPOSE

To promote awareness and assistance to students and staff who experience mental health issues within the Southern Cross Education Institute (Higher Education) teaching and learning environment. Student mental health and well-being is supported when curriculum and teaching practices engage students' hearts and minds and when the learning environment fosters a community of support, social connection and sense of belonging. The Institute aims to promote positive mental health in its staff and students by providing a safe, healthy and supportive environment. This includes fostering an inclusive and culturally responsive environment that supports equity groups, such as Aboriginal and Torres Strait Islander students, international students, and students with disabilities, in both physical and online learning contexts.

OBJECTIVE

Southern Cross Education Institute (Higher Education) will promote positive mental health and respond to the needs of students and staff who present with mental health difficulties by:

1. Encouraging students and staff to seek assistance if they experience mental health difficulties;
2. Promoting institute-wide awareness of mental health issues that may erupt within and impact learning environments;
3. Providing guidance and training for the Institute Student Welfare and Academic teaching staff to effectively respond to the needs of individuals experiencing mental health difficulties;
4. Ensuring that all staff and students are made aware of the services, advice and trained staff available to respond to the needs of individuals experiencing mental health difficulties (e.g., EAP constitute a service to staff);
5. Reducing the stigma surrounding mental illness in the workplace/learning environment;
6. Clearly identifying major responsibilities of staff members to report mental health/wellbeing concerns to the appropriate channels, so the students can be best supported in a proactive manner (as opposed to reactive); and
7. To identify a process map for support of staff who are concerned about colleagues (e.g., to whom do they go for support?).
8. Ensuring academic adjustments and support for students experiencing mental health challenges to facilitate course progression.

SCOPE

This policy applies to all students and staff of Southern Cross Education Institute (Higher Education). It is an overview of aims regarding the promotion of positive mental health in an educational environment and references committees and strategies that outline positive action towards the fulfilment of those aims. It encompasses both physical and online learning environments, ensuring compliance with the Higher Education Standards Framework (Threshold Standards) 2021 (HESF 2021), and addresses the needs of diverse learners, including international students and equity groups.

DEFINITIONS

EAP	Employee Assistance Program
Mental Health Issue, Concern or Disorder	Any pre-existing or emergent psychological condition that impacts student course progression or staff performance and creates anxiety in the individual. Issues or disorders may include (but are in no way limited to): 1. Depression; 2. Chronic anxiety disorder; 3. Eating disorders; 4. Addictive behaviours; 5. Bipolar mood swings; and 6. Inability to focus on studies/duties.
Mental Health Disorder Symptoms	SCEI-HE staff must be watchful for symptoms of mental health issues in staff or students, as the sufferer may not always volunteer information about pre-existing or emergent conditions. Among the signs and symptoms to watch for are: 1. Feeling sad or down; 2. Confused thinking or reduced ability to concentrate; 3. Excessive fears or worries, or extreme feelings of guilt; 4. Extreme mood changes of highs and lows; 5. Withdrawal from friends and activities;

	6. Significant tiredness, low energy or problems sleeping; 7. Detachment from reality (delusions), paranoia or hallucinations; 8. Inability to cope with daily problems or stress; 9. Trouble understanding and relating to situations and to people; 10. Problems with alcohol or drug use; 11. Major changes in eating habits; 12. Excessive anger, hostility or violence; 13. Fear for physical safety; 14. Suicidal thinking or conversation; and 15. Bereavement grief.
Mental Health Service	1. Any service, internal or external to SCEI-HE, that is prepared to give support to students or staff suffering from a mental health issue, as defined above. Such services available in Victoria include: Beyond Blue¹; 1800RESPECT²; Lifeline³; Griefline⁴; Butterfly Foundation⁵; Suicide Call Back Service⁶; Youth Support and Advocacy Service⁷; Mind Australia⁸. 2. An example of an internal Mental Health Service would be the specialised Student Welfare staff with Mental Health First Aid training and qualifications in Psychology and Counselling. These services are tailored to support equity groups, including Aboriginal and Torres Strait Islander students, international students, and students with disabilities, through culturally safe and accessible practices.
SCEI-HE	Southern Cross Education Institute (Higher Education)

POLICY

1. SCEI-HE staff are pro-active in identifying students suffering under the weight of a mental health issue. The impact of a mental health issue may severely impact on a student's capacity to progress with their studies, which will compound on their issue. Likewise, academic staff suffering mental health issues may impact on the delivery of course content and program quality.
2. SCEI-HE is dedicated to identifying and assisting students and staff presenting with mental health issues, and to the eradication of the stigma attached to persons exhibiting mental health disorders. This includes ensuring a safe online learning environment, protecting students and staff from digital stressors such as cyberbullying or excessive screen time.
3. SCEI-HE will implement mechanisms to monitor student mental health and coping strategies across the student lifecycle, using evidence-based approaches such as surveys, focus groups, student wellbeing check-ins, and academic progression data. These mechanisms will inform proactive support interventions and continuous improvement in student services

PROCEDURE

1. SCEI-HE provides the following student mental health well-being support services.
 - 1.1 Student Welfare Officers are available to discuss personal, physical, mental, or emotional issues and hardships (homelessness, severe depression, suicide and self-harm) that may arise for students during the course of their studies. Support is tailored to diverse learners, including Aboriginal and Torres Strait Islander students, international students, and students with disabilities, with culturally appropriate counselling and accessibility accommodations.
 - 1.2 Student Welfare Officers with current accreditation in Mental Health First Aid are able to identify and assist

¹ <https://www.beyondblue.org.au/>

² <https://www.1800respect.org.au/>

³ <https://www.lifeline.org.au/>

⁴ <https://griefline.org.au/>

⁵ <https://butterfly.org.au/>

⁶ <https://www.suicidecallbackservice.org.au/>

⁷ <https://ysas.org.au/>

⁸ <https://www.mindaustralia.org.au/>

students and staff with mental health concerns or illnesses as they affect studies, interpersonal relations, professional and personal life as well as the capacity to undertake basic activities of daily living.

- 1.3 There may be instances where a Student Welfare Office believes the student requires additional professional support than what is within their scope of practice/qualifications. In this situation, the Student Welfare Officer will refer the student to an external counselling service, General Practitioner (GP) or escort to a hospital emergency department in a crisis situation. Any costs associated with the use of external professional services will be borne by the student/staff member (except in the case of a staff member using the services of an EAP). All referrals and information sharing will comply with the Privacy Act 1988, with explicit consent obtained from the individual unless there is an immediate risk to safety.
- 1.4 Student Welfare will not only report on critical incidents but will also provide regular monitoring reports on student mental health trends and coping strategies. Monitoring tools may include anonymous student well-being surveys, feedback forms, focus groups, and analysis of academic progression and withdrawal data.
- 1.5 Critical Incident Management: In the event of a mental health-related critical incident (e.g., suicide attempt, severe distress), SCEI-HE will follow a documented Critical Incident Management Plan, including immediate response (e.g., referral to emergency services), post-incident support (e.g., counselling, debriefing), and reporting to TEQSA if required. Staff are trained annually on crisis response protocols.
- 1.6 International Students: SCEI-HE provides targeted mental health support for international students, including multilingual resources, cultural adjustment programs, and visa-related stress counselling, in compliance with the National Code 2018 and ESOS Act.
- 1.7 Academic Adjustments: Students experiencing mental health difficulties may access academic adjustments, such as assessment extensions or special consideration, through coordination with Student Welfare and academic staff, ensuring alignment with course learning outcomes.
2. SCEI-HE Human Resources Management (HR) will be informed of, or otherwise liaise with SCEI-HE Welfare, in regard to staff who present with mental health difficulties:
 - 2.1 Where a teacher has presented with abnormal stress or other mental health difficulties and the supervising academic has made a recommendation to involve HR in strategies to alleviate the problem.
 - 2.2 Where administration or teaching staff present with mental health illness, concerns or disorders that indicate external services or consultation with SCEI-HE welfare and counselling officers may benefit the individual
 - 2.3 Where administration or teaching staff present with mental health conditions that may impair their function within their job role
 - 2.4 On presentation of a staff member with a mental health issue, the HR Officer or Manager may:
 - 2.4.1 ask the staff member what they feel the appropriate action would be or what they would like to do;
 - 2.4.2 encourage the staff member to go home for the day to get some rest and/or clear their mind;
 - 2.4.3 contact the staff member's emergency contact to make them aware and ask them to pick the staff member up (if the staff member agrees to this);
 - 2.4.4 encourage the staff member to go and see their General Medical Practitioner;
 - 2.4.5 suggest alternative or reduced work hours;
 - 2.4.6 suggest a period of time off work;
 - 2.4.7 assist the staff member to work with their manager to create a support plan which may include reduced workload and/or additional support; and
 - 2.4.8 encourage the staff member to contact the company's registered EAP.
 - 2.4.9 Ensure all actions comply with the Work Health and Safety Act 2011, prioritising staff wellbeing and workplace safety.
3. SCEI-HE will continue to review and align its policies and processes in regard to student/staff mental well-being with the recommendations of the Higher Education Standards Panel Final Report, Improving Retention, Completion and Success in Higher Education.
4. **Supportive Services**
 - 4.1 **Managers**

SCEI-HE Counsellor endeavours to provide intensive training and emotional support to all managers at SCEI-HE. Educating the management department is vital in allowing managers to have access to the knowledge, skills, tools and resources to increase mental well-being awareness within the workplace. It further expands the managers' understanding of, and engagement in, organisational decisions.
 - 4.2 SCEI-HE Counsellor will provide monthly workshops and activities, tailored specifically to the management department, geared around a wide range of mental health themes, including:

- 4.2.1 Knowledge of the impact of poor mental health on employee performance;
- 4.2.2 The soft skills to build rapport and create psychological safety and trust;
- 4.2.3 Necessary tools to have positive, solution-focused conversations;
- 4.2.4 Techniques to assist them in protecting their own mental health and managing boundaries;
- 4.2.5 Transparency regarding their roles and responsibilities in addressing mental health concerns; and
- 4.2.6 Useful ways to start a conversation regarding mental health, creating a strong culture of wellbeing and lifting the stigma about mental health in the workplace.
- 4.2.7 6.2.7 Strategies to support mental health in online work environments, including managing digital stressors.

4.3 For All Staff

- 4.3.1 Mental health training must be available and compulsory for all employees to increase their knowledge of mental health and to acquire the necessary skills to help colleagues or students that are experiencing mental health issues. Empowering all staff members with mental health knowledge can support early detection and facilitate help-seeking.
- 4.3.2 SCEI-HE Counsellor will provide monthly workshops and activities, tailored specifically to staff members, geared around a wide range of mental health themes, including:
 - 1. Mental health awareness training;
 - 2. Emotional intelligence training;
 - 3. Resilience training;
 - 4. Educating managers to recognise, understand and deal with a wide range of mental health conditions and their symptoms, including but not limited to:
 - a. Anxiety and all types of anxiety disorders;
 - b. Depression and all types of depressive disorders;
 - c. Post-Traumatic Stress Disorder;
 - d. Dissociation and dissociative disorders;
 - e. Eating disorders; and
 - f. Self-helping strategies for a healthier mind.
 - 5. Training staff on emotional regulation and expression;
 - 6. Training staff on the identification, support and response to self-harm and suicidal behaviour, and;
 - 7. Training on supporting diverse learners, including cultural competency for Aboriginal and Torres Strait Islander and international students.
- 4.3.3 SCEI-HE Counsellor will always ensure confidentiality and autonomy, unless the individual is in high risk of danger to themselves or to others. Confidentiality complies with the Privacy Act 1988, with clear consent processes documented.
- 4.3.4 SCEI-HE Counsellor will share useful resources and tools to staff on how to handle mental health conversations. These resources will be accessible at all times to all staff.
- 4.3.5 SCEI-HE Counsellor will have a referral system in place for all staff members who are in need of ongoing mental health support management.

4.4 For All Students

- 4.4.1 SCEI-HE Counsellor strives to improve the emotional, social and developmental well-being of students.
- 4.4.2 Frequent presenting concerns that will be addressed with students include:
 - 1. SCEI-HE Counsellor will encourage students to recognise, understand and deal with a wide range of mental health conditions and their symptoms, including but not limited to:
 - a. Anxiety and all types of anxiety disorders;
 - b. Depression and all types of depressive disorders;
 - c. Post Traumatic Stress Disorder;
 - d. Dissociation and dissociative disorders; and
 - e. Eating disorders
 - 2. SCEI-HE Counsellor will provide ongoing emotional support to all students on a one-on-one or group basis. Support includes culturally safe services for Aboriginal and Torres Strait Islander students and multilingual resources for international students.
 - 3. SCEI-HE Counsellor will educate students on resilience, self-awareness, mindfulness, emotional regulation and self-expression.
 - 4. SCEI-HE Counsellor will provide personalised support to students regarding all personal

and educational concerns.

5. SCEI-HE Counsellor will assist students in creating personalised action plans and strategies to help them through their times of difficulty.
6. SCEI-HE Counsellor will share useful mental health self-management resources and tools with students, related to mental health. These resources will be accessible on Moodle at all times, for all SCEI-HE students.
7. SCEI-HE Counsellor will have a referral system in place for students who are in need of further professional, external mental health care.

RELATED DOCUMENTS

Change The Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities (2017)

<https://humanrights.gov.au/our-work/sex-discrimination/publications/change-course-national-report-sexual-assault-and-sexual>

RightsED: Tackling sexual harassment <https://humanrights.gov.au/our-work/publications/rightsed-tackling-sexual-harassment>

Student Welfare Policy and Procedure HEPP49

Mental Health Policy and Procedure HEPP69

LEGISLATIVE CONTEXT

Higher Education Standards Framework (Threshold Standards) 2021 <https://www.education.gov.au/higher-education-standards-panel-hesp/higher-education-standards-framework>

Privacy Act 1988

Disability Discrimination Act 1992

Work Health and Safety Act 2011

Education Services for Overseas Students Act 2000 (ESOS Act)

National Code of Practice for Providers of Education and Training to Overseas Students 2018

RESPONSIBILITIES

Governing Body: Approves and monitors the policy, ensuring compliance with HESF 2021.

Academic Board: Oversees the policy's impact on teaching and learning, reviewing reports.

Student Welfare Officers: Provide mental health support, referrals, and academic adjustment coordination, ensuring cultural safety and accessibility.

Human Resources (HR): Supports staff with mental health issues, liaises with Welfare, and ensures workplace safety compliance.

SCEI-HE Counsellor: Delivers training, workshops, and resources for staff and students, maintaining confidentiality and referral systems.

All Staff: Participate in mandatory mental health training, report concerns proactively, and support a stigma-free environment.

DOCUMENT AND RECORD CONTROL

Created	Oct 2019 (V1.0)
Amended	Feb 2021 (V2.0); Feb 2022 (V2.1); Feb 2024 (V2.2); Sep 2025 (V2.3)
Last reviewed by	Quality Assurance and Compliance Unit (Sep. 2025)
Last approved by	Corporate Board (Sep 2025)
Version	2.3
Effective date	Sep. 2025
Next planned review	Sep. 2027