STUDENT WELLBEING PROCEDURE

Policy Hierarchy Link	Student Wellbeing Policy
Responsible Officer	Dean of Students
Superseded Documents	None
Review Date	September 2026
Associated Documents	Academic Appeals Policy Student Critical Incident Procedure Domestic Violence Policy Domestic Violence List of Professional Counsellors Non-academic Grievance Policy Privacy Policy Student Code of Conduct Student Guide to Mental Health Student Sexual Abuse and Sexual Harassment Policy Student Safety Procedure Student Wellbeing Policy Work, Health and Safety Policy

Version	Endorsed By	Approved By	Approval Date	Effective Date
1.0	Faculty	Principal	20/09/2021	20/09/2021

1 PURPOSE

Moore College is committed to supporting the wellbeing of all students. The College is dedicated to creating a supportive and safe environment in which students can thrive. In addition, the College will prepare and equip students to administer and be proactive in supporting their own wellbeing.

2 SCOPE

This procedure applies to all students enrolled in accredited programs at Moore College. Specific procedures are outlined for students based on the nature of their study program at College.

3   DEFINITIONS

Key word	Definition
College Activities	All College directed activities, including classes, meals, accommodation, Mission, chaplaincy, service teams etc. It does not include student ministry placements.
Mental health	".... a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community". (Ref: World Health Organisation – Mental Health: strengthening our response 2018) https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response
Online safety	Staying safe in an online environment. This includes ensuring risks to online harms are minimised and promotes positive and safe online experiences. Online harms can include adult cyber abuse, cyberstalking, trolling, fake accounts etc. (Ref: E-Safety Commissioner - Online Safety 101: toolkit for universities 2020) https://www.esafety.gov.au/sites/default/files/2020-05/Universities%20-%20Online%20safety%20101.pdf
Professional Standards Unit (PSU)	A body of the Anglican Diocese of Sydney which administers the complaints and discipline procedure in relation to clergy and church workers. (Ref: Safe Ministry – Professional Standards Unit 2020) https://safeministry.org.au/about/
Safety	Freedom from harm. (Ref: TEQSA Guidance Note: Wellbeing and Safety 2018) https://www.teqsa.gov.au/latest-news/publications/guidance-note-wellbeing-and-safety
Student	Someone who is currently undertaking study at Moore College in any accredited courses, including undergraduates, online diploma, post-graduate programs. This does not include students undertaking unaccredited courses.
Resilience	The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress. It means 'bouncing back' from difficult experiences. (Ref: American Psychological Association 2018) https://www.apa.org/topics/resilience#:~:text=Psychologists%20define%20resilience%20as%20the,or%20workplace%20and%20financial%20stressors
Wellbeing	Overall wellness. (Ref: TEQSA Guidance Note: Wellbeing and Safety 2018) https://www.teqsa.gov.au/latest-news/publications/guidance-note-wellbeing-and-safety

4 PROCEDURE

4.1 Moore College is committed to enhancing student experience through mental health and wellbeing approaches that are consistent with theology and student need by:
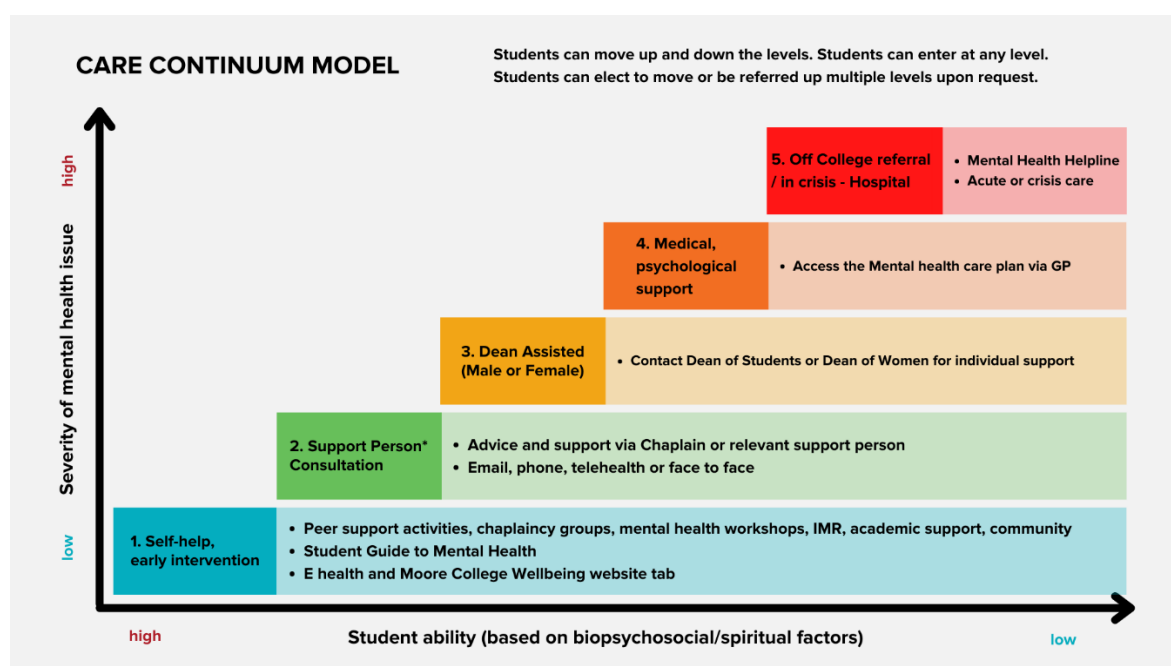
a) Encouraging students to take responsibility for their own mental and emotional health and providing opportunities for students to develop skills to self-reflect, be proactive and manage their own emotions.
b) Creating an environment where mental and emotional health is an open topic of conversation and where any stigma surrounding these issues is minimised.
c) Creating an environment where nurturing the body is promoted. Sport, healthy eating, and other physically healthy outcomes are endorsed and modelled.
d) Providing avenues for spiritual nurture to promote meaning and enhance mental health. This includes weekly chapel services, chaplaincy groups and prayer groups.
e) Providing safe accommodation for students where possible, particularly international, and regional students.
f) Promoting awareness of online safety. The College aims to provide a safe online environment for students. This includes IT systems and specialist staff who monitor and manage cybersecurity for the College. The College's Privacy Policy also ensures that student data is handled appropriately and stored securely.
g) Promoting physical safety whilst on campus and engaging in college activities.
h) Encouraging students to joyful thanksgiving in community life.

4.2 Moore College is committed to encouraging and equipping all members of the college community to contribute to learning environments that enhance student mental health and wellbeing by:

a) Providing comprehensive pastoral support structures for students, depending on the type of study they are enrolled in.
b) Providing education and professional development to all Faculty and Chaplains to further develop mental health and wellbeing awareness and appropriate support for the College Community. (See ALRIGHT model in the Student Wellbeing Procedure).
c) Providing specific academic support to assist students in their study.
d) Encouraging faculty to support and model spiritual wellbeing by praying in lectures throughout the day.
e) Encouraging student collaboration and contribution into all areas of Wellbeing Policy and Procedure.

4.3 Moore College is committed to encouraging students to take appropriate responsibility for their own wellbeing, developing resilience and seeking assistance through the avenues of support offered by the College or elsewhere.

a) Providing opportunities for students to understand the signs and symptoms of burnout, anxiety and depression.
b) Providing opportunities to participate in voluntary workshops to develop skills in mental health and resilience.
c) Implementing the student driven Care Continuum Model to assist students by providing clear pathways to foster wellbeing and promote active help seeking behaviour.

Support Person types are outlined in Appendix 1: Student Wellbeing Procedure, Roles and Responsibilities.
Adapted from Cornish et. al. 2017.

4.4 Moore College is committed to encouraging students, as far as they are able, to seek out ways to encourage and support their fellow-students who may be struggling in an area of wellbeing by:

a) Developing community: Moore College fosters community, through its accommodation programs, daily lunch provision, timetable (time for group morning tea, and lunch), chapel, chaplaincy programs and prayer triplet support groups.
b) Encouraging student interaction through the provision of chaplaincy groups.
c) Encouraging students to support and care for one another by sharing and praying in their voluntary prayer triplets.

d) Developing and leading a student committee for wellbeing promotion across the College Campus and throughout the College Calendar.

4.5 Moore College is committed to providing access to appropriate, effective, timely information and services for students to meet their mental health and wellbeing needs by:

a) Regularly consulting with psychological health professionals about elements of the College program which support mental health.
b) Seeking to provide access to e-health and other support services, with particular focus on vulnerable students (for example international students).
c) Providing information about how to access Medicare funded sessions with mental health professionals for student's own mental health needs and providing a list of mental health professionals who may provide cost effective and locally based care. (See the Student Guide to Mental Health).
d) Informing students that they can apply for care from Chaplains, tutors, registrars, or Dean of Students (see the Care Continuum Model).
e) Informing students that they can access and use Moore College's Student Guide to Mental Health.
f) Informing students about the tip sheets located on the College website to facilitate and support their own wellbeing and mental health needs.

4.6 Moore College is committed to providing appropriate support to students for incidents which may occur outside of the College and its activities (e.g. student ministry placements or incidents in a student's home country).

a) See the Moore College Critical Incident Procedure

4.7 Moore College is committed to pursuing continuous improvement in mental health and wellbeing shaped by theological conviction and informed by current relevant research through:

a) Regularly reviewing and updating the Student Guide to Mental Health.
b) Seeking regular input from Faculty about engaging the Biopsychosocial-spiritual model at appropriate points in the curriculum.
c) Seeking regular input from a practising mental health professional regarding pathways to support wellbeing and mental health policy and implementation.

d) Undertaking an annual review of policy and its implementation by the Dean of Students with a report to the Principal.

5 SPECIFIC SUPPORT PROCEDURES FOR STUDENTS WELLBEING WITH REGARDS TO MENTAL HEALTH

5.1 Biopsychosocial-Spiritual Wellbeing

This section outlines the procedures for enhancing students' wellbeing.

i. Undergraduate students will be informed of the Student Wellbeing Policy and Procedure and the Student Guide to Mental Health in their orientation program. All other students will receive information as part of their admissions acceptance process.

ii. All students can access the Student Guide to Mental Health for additional information and details of external support services, which can be accessed via the Learning Support System.

iii. Further information about mental health and support can be found here:
NSW Government – Mental Health Helpline 1800 011 511
https://www.health.nsw.gov.au/mentalhealth/Pages/default.aspx

iv. Specific support which may be required will be determined by the nature of the student's study program at College as outlined below. Please also refer to Appendix 1 for a more comprehensive outline of roles and responsibilities.

Moore College refers to the Care Continuum Model as a pathway for Wellbeing Services at College.

CARE CONTINUUM MODEL

Students can move up and down the levels. Students can enter at any level.
Students can elect to move or be referred up multiple levels upon request.

Severity of mental health issue (high → low)

Level	Support
5. Off College referral / in crisis - Hospital	• Mental Health Helpline • Acute or crisis care
4. Medical, psychological support	• Access the Mental health care plan via GP
3. Dean Assisted (Male or Female)	• Contact Dean of Students or Dean of Women for individual support
2. Support Person* Consultation	• Advice and support via Chaplain or relevant support person • Email, phone, telehealth or face to face
1. Self-help, early intervention	• Peer support activities, chaplaincy groups, mental health workshops, IMR, academic support, community • Student Guide to Mental Health • E health and Moore College Wellbeing website tab

Student ability (based on biopsychosocial/spiritual factors) (high → low)

*Support Person types are outlined in Appendix 1: Student Wellbeing Procedure, Roles and Responsibilities.
Adapted from Cornish et. al. 2017.

5.1.1   Undergraduates – Full Time

a. It is the responsibility of the Faculty and Chaplains to actively monitor students and their wellbeing. The Faculty and the Chaplains actively connect with students. Apart from class times, Faculty and students interact at lunch, morning tea, in chaplaincy groups, ministry events and occasional social events.

b. We encourage students with a wellbeing issue to utilise e-Help in the first instance. Moore College suggests the Head to Health[1] website as a portal for mental health support services. College encourages students to use their spiritual wisdom when using these support services, given they may not all align with students' theological convictions.

c. Secondly, students may access the Wellbeing tab on the Moore College website for tip sheets and information on common student wellbeing issues.

d. Thirdly, Chaplains are the point of contact for individual student needs. The Chaplain will identify personal or organisational supports available and then refer them to professional services if required. The chaplain is also responsible for following up with the student to identify any other needs or actions required.

e. Chaplains will appropriately report to the Dean of Students or Dean of Women if required.

f. Where the issue may impact academic progress, it will be noted at the Faculty meeting to provide additional support and prayer for the student.

---

[1] https://headtohealth.gov.au/service-providers/explore-all-service-providers

g. Any follow-up required is the responsibility of the student's Chaplain.

h. Where a student feels unable to discuss their issue with their Chaplain, the student may contact the Dean of Students or Dean of Women.

5.1.2   Undergraduates – Part Time

a. We encourage students with a wellbeing issue to utilise e-Help in the first instance. Moore College suggests the Head to Health[2] website as a portal for mental health support services. College encourages students to use their spiritual wisdom when using these support services, given they may not all align with students' theological convictions.

b. Secondly, students may access the Wellbeing tab on the Moore College website for tip sheets and information on common student wellbeing issues.

c. If the student is a part of a chaplaincy group, then the first point of contact is their Chaplain as outlined for Undergraduates – Full Time above.

d. If the student is not part of a chaplaincy group, then their first point of contact the Director of Part-Time Studies.

e. Where a student feels unable to discuss their issue with their Chaplain or the Director of Part-Time studies, the student may contact the Dean of Students or Dean of Women.

5.1.3   Diploma of Biblical Theology (DBT – online)

a. We encourage students with a wellbeing issue to utilise e-Help in the first instance. Moore College suggests the Head to Health[3] website as a portal for mental health support services. College encourages students to use their spiritual wisdom when using these support services, given they may not all align with students' theological convictions.

b. Secondly, students may access the Wellbeing tab on the Moore College website for tip sheets and information on common student wellbeing issues.

c. Thirdly, students are to contact their online tutor.

d. If the issue is unable to be resolved, they can contact the DBT course coordinator in the second instance.

e. Where a student feels unable to discuss their issue with their tutor or the DBT course coordinator, the student may contact the Dean of Students or Dean of Women.

5.1.4   Post-Graduate Students

a. We encourage students with a wellbeing issue to utilise e-Help in the first instance. Moore College suggests the Head to Health[4] website as a portal for mental health support services. College encourages students to use their

---

[2] https://headtohealth.gov.au/service-providers/explore-all-service-providers
[3] https://headtohealth.gov.au/service-providers/explore-all-service-providers
[4] https://headtohealth.gov.au/service-providers/explore-all-service-providers

spiritual wisdom when using these support services, given they may not all align with students' theological convictions.

b. Secondly, students may access the Wellbeing Tab on the Moore College website for tip sheets and information on common student Wellbeing issues.

c. For research students, their third point of contact is their research supervisor.

d. For coursework students, their third point of contact is their lecturer.

e. Where a student feels unable to discuss their issue with their supervisor or lecturer, they may contact the Director of Research or the Dean of Students or Dean of Women.

5.2   Types of Support

This section outlines the procedures where the College identifies that a student may require some type of support.

a. Students with a wellbeing issue are encouraged to utilise e-Help in the first instance. Moore College suggests the Head to Health[5] website as a portal for mental health support services. College encourages students to use their spiritual wisdom when using these support services, given they may not all align with students' theological convictions.

b. Secondly, students may access the Wellbeing tab on the Moore College website for tip sheets and information on common student wellbeing issues.

c. In the third instance, the student will be referred to their Chaplain. The Chaplain will have a pastoral conversation with the student to identify the underlying issues. The reasons may be academic, but also pastoral including personal struggles, physical and mental health, and social issues. The Chaplain (or other relevant person) will then help the student to identify personal and organisational supports and refer them to professional support services if required.

   i. Students with academic issues may be referred to the Academic Support Coordinator for individual support.

   ii. Students with pastoral issues may be referred to the Dean of Students or Dean of Women for pastoral support or encouraged to seek medical, psychological, or counselling assistance.

   iii. The Chaplain may recommend that the student speak to the Registrar's department about alterations to their academic program in some cases.

   iv. In emergencies (regarding wellbeing, for example suicidality) students will be referred to the Mental Health Helpline or the Emergency Dept of the RPA Hospital.

5.3   Wellbeing Conversations at Moore College

Some Chaplains or Faculty may struggle when faced with the complexity of wellbeing and/or mental health conversations. As a guide for those who may need assistance

---

[5] https://headtohealth.gov.au/service-providers/explore-all-service-providers

Moore College encourages the use of the resource below. For more information on this resource please see Appendix 3.

©

Adapted from Delphis.org.uk

6   PHYSICAL SAFETY

Please refer to Student Safety Procedure

7   IMPLEMENTATION

The Dean of Students is responsible for the implementation of the Student Wellbeing Procedure.

8   REVIEW AND DOCUMENT HISTORY

Version	Endorsed By	Approval Date	Effective Date	Sections modified
1.0	Principal	20/09/2021	23/09/2021	New procedure

APPENDIX 1: ROLES AND RESPONSIBILITIES

Students are encouraged to contact support persons as early as possible should they have any need.

1. Pastoral Support

   i. **Chaplains**

   Chaplains are the first point of contact for students experiencing issues impacting their studies. Full-time students are allocated to a Chaplaincy Group. Chaplains are committed to the pastoral care of students and are therefore available to discuss any individual issues, academic or pastoral, with a student.

   ii. **Dean of Students and Dean of Women**

   The Dean of Students is responsible to the Principal for the spiritual and personal welfare and all other matters which affect the wellbeing of students and their families. The Dean of Students is assisted by the Dean of Women who carries out similar responsibilities and addresses matters specifically relating to female students. Chaplains or other members of the College may refer matters to the Dean of Students.

   The Dean of Students and Dean of Women also attend to the needs of students with disabilities.

   iii. **Overseas Student Advisor**

   The Overseas Student Advisor oversees the orientation and progress of all international students to ensure they are supported in adjusting to life in Australia in a manner which enables them to achieve their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.

   iv. **Cross-Cultural Chaplains**

   The Cross-Cultural Chaplains support students from culturally diverse backgrounds or a non-English speaking background. These students may be domestic or overseas students.

   v. **Year Advisors**

   The Year Advisors oversee the general welfare of particular year groups. Their concern is matters of student welfare relating to the year group rather than matters of individual need which would normally be the concern of the Chaplains.

   vi. **Director of Part-Time Studies**

   Part-time students not in a chaplaincy group can contact the Director of Part-Time Studies as the first point of contact for any issues they may be facing, as they perform a support role as well as providing academic assistance.

vii. Post Graduate Lecturers and Research Supervisors

For post-graduate research students, their primary support person is their supervisor. Coursework students can approach their lecturer for support.

viii. Residential Wardens

The residential wardens have oversight for the students living on the Newtown campus or the satellite communities at Croydon Park and North Parramatta.

ix. Online Course Tutors

Tutors in the online diploma are the first point of contact person for these students. The tutors perform a support role as well as providing academic assistance.

2. Academic Support

i. Academic Support Coordinator

The Academic Support Coordinator provides individual support for all types of academic skills and orientation to academic life.

ii. Library Staff

The library staff assist with induction and orientation to library resources, research skills and academic integrity skills.

iii. Specific course support

Faculty members, online tutors and research supervisors can provide support for courses/ units.

3. General Organisational Support

These roles provide support from an organisational level.

i. Principal

The Principal has oversight of the safety and wellbeing of the entire College. Many of these responsibilities in relation to students are delegated to the Dean of Students. The Dean of Students communicates regularly with the Principal on the ongoing development of a safe and positive environment that enhances student wellbeing.

ii. WHS Officer

The Work Health and Safety (WHS) Officer supports the College in ensuring that it maintains a safe and secure workplace environment.

Appendix 2: Student Wellbeing Procedure Flowchart

This flowchart identifies a general outline for responses to student wellbeing. For other matters involving international students or other groups, refer to the relevant policy and procedure.

Safety & Wellbeing

Emergency Contact 000 for Police, Ambulance and Fire Services

Within College Activities
- **Online Safety**
  - Contact IT helpdesk → If criminal matter, contact police
  - If pastoral concerns arise, contact Chaplain to determine further support
- **College Residents/Accommodation safety**
  - Contact Residential Warden → If pastoral concerns arise, contact Chaplain to determine further support
  - Property Maintenance team
- **Physical safety**
  - Contact WHS officer directly or inform Concierge, staff, or faculty who can contact WHS officer. → Lodge Hazard or Incident form and follow up with relevent department
  - If criminal matter, contact police
- **Spiritual, Emotional or Mental Safety**
  - Refer to MTC Mental Health Guide for resources
  - Contact Chaplain to determine further support → Refer to Mental Health Professional
  - Refer to Dean of Students/Dean of Women
  - Access e-Help support

Outside of College Activities
- Conctact Chaplain to determine further support → Contact Dean of Students (or Dean of Women) if further support needed → If breach of Diocese Code of Conduct, contact Diocese Professional Standards Unit
- If criminal matter, contact police

Appendix 3: Wellbeing Conversations - ALRIGHT[6]

Step 1 – Approach

Be warm and friendly. Ensure you approach them in a location away from others where it is private, and you will have time to talk. You want to think about setting up an environment that will encourage them to speak.

You may start the conversation by asking them how they are? Don't accept 'I'm fine' as an answer. If you are concerned about their health and wellbeing, support your concern with specific examples of behaviours you have observed or information you already know.

Step 2 – Listen (non-judgementally)

Listening should be simple, but it is not always easy.

Being a good listener shows understanding and communicates love. Most people underestimate the power of listening. It is the most important of the seven stages of ALRIGHT.

TIPS FOR LISTENING

USE SILENCE	DON'T JUST THINK ABOUT WHAT YOU WANT TO SAY NEXT	CLARIFY IF NECESSARY & SUMMARISE
IGNORE DISTRACTIONS & FOCUS ON WHAT THEY'RE SAYING	KEEP REACTIONS CALM & NATURAL	ENSURE YOU DON'T INTERRUPT WITH YOUR OWN IDEAS
MAKE EYE CONTACT TO SHOW YOU'RE PAYING ATTENTION	CREATE AN ENVIRONMENT CONDUCIVE TO LISTENING	NOD & SMILE OCCASIONALLY TO ENCOURAGE THEM

Tips for listening:

- Maintain a comfortable level of eye contact.
- Avoid thinking about what you are going to say and really focus on their words and the way in which they are speaking them.
- Nod, smile, and react appropriately to show concern and understanding.
- Keep your reactions calm and neutral. Consider your body language as well as your speech.

---

[6] Adapted from Delphis.org.uk

- Make sure your environment is conducive to listening. Turn off device notifications and other distractions. Ensure you have allocated time and space to listen.
- Clarify and summarise, if necessary, but don't interrupt with your own ideas.
- Use the power of silence. This allows a person to collect their thoughts and continue. It encourages them to step in and fill the gap in the conversation. If this feels uncomfortable, taking sips from a glass of water will halt your temptation to speak and encourage the other person to talk.
- Don't say you 'know how they feel' as they may feel you are minimising their problem. Something like, it "must be really difficult" will be more helpful.
- Don't judge, preach, or lecture.

Step 3 – Reassure
Reassure them that you can talk about this now together and that they are not alone.

You can give them hope. Reassure them that you understand mental wellbeing and mental health issues are real and treatable and that people can improve with the right support. Remind them of the great hopes of the gospel. However, try and do this in specific ways rather than clichéd responses that often don't display individual care.

Reassure them that you will do what you can to support them and pray for them. But don't overpromise what you can't deliver. Be realistic.

Don't forget to reassure yourself too. It's not easy to start a conversation about mental health or wellbeing. By doing so you've demonstrated you care and are doing what you can to help.

Step 4 – Immediate action
Decide if you need to take any immediate actions to help them there and then. If there is a risk issue, make sure you speak to the Dean of Women or Dean of Students. Use the Care Continuum Model to decide on further action.

Ask them what might help them right now.

Step 5 – Guide them to help themselves
When having a conversation about mental health it is OK to remind them of ways they may be able to support and maintain their own wellbeing, such as:

- Exercise
- Relaxing hobbies and pastimes
- Spending time with supportive family and friends
- Travel, volunteering or learning something new
- Planning and prioritising a work-life balance

- Spiritual nurture and discipleship

Step 6 – Help them toward professional support if needed

Sometimes students need more help than we are able to offer. Remember you are not there to solve their problem but to guide them:

- Have they seen their doctor? A General Practitioner (GP) is a gateway to other mental health professionals such as counsellors, psychotherapists and clinical psychologists who will be able to provide specialist support.
- Consult Care Continuum Model and Student Guide to Mental Health.

Step 7 – Time a follow-up meeting and PRAY

Now you have shown you care don't neglect prayer. Of course, you can pray at the beginning of your conversation or anywhere, where it is appropriate. Prayer is a powerful way to support wellbeing.

Arrange another meeting to check in with them and see how they are getting on. This will give them the time to get the support they need and to act on any advice you may have offered.