



Te Oranga m
Te Haumaru Akonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

TEO information

TEO Name	Manawatu Education Academy (PN) Ltd T/A BHB Academy			MoE number	8621
Code contact	Name	Sarah Wheeler		Job title	Director
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Current enrolments	Domestic learners	Total #	48	18 y/o or older	#27
				Under 18 y/o	#21
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Stage of implementation for each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

Disclaimer - The information and statements contained in this document are correct at the date of publication 1 July 2026

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information	How do you know?
Outcome 1: A learner wellbeing and safety system	Information on student wellbeing and safety is gathered in structured ways, including through student cultural and leadership team meeting records and fortnightly individual learning planning meetings. These regular check-ins help identify any emerging wellbeing concerns early. Feedback gathered during the year has supported ongoing engagement with a wider range of local services to address learner needs. Examples include partnerships with the local Women's Health Clinic who deliver informative workshops for both learners and staff. To deepen cultural responsiveness, BHB Academy has consulted with an advisor on embedding Te Whare Tapa Whā and tikanga Māori into teaching practice, supporting a curriculum that honours Te Tiriti o Waitangi. Weekly staff meetings include a dedicated focus on learner wellbeing and safety. Staff are encouraged to raise concerns in a collaborative environment where clear, practical action plans can be developed. Notes on individual learner wellbeing are securely recorded in our student management system, with alerts sent to relevant staff to ensure follow-up. As part of our continuous improvement approach, a flowchart has been implemented to guide tutors in recognising students who may be at risk. This tool provides clear, step-by-step guidance for managing these situations—from initial identification and internal support processes through to appropriate referrals to external services—ensuring a consistent and effective response. A student concern triage matrix has been added to ensure that the process of managing and escalating if required is transparent, consistent and easy to follow for all staff members and aligns with the record keeping priority levels in the student management system. Students are encouraged to actively participate in maintaining their own safe learning environment by taking part in site health and safety checks. Their input helps identify areas for improvement, with issues recorded and addressed promptly to support a safe, inclusive, and welcoming space for all. External health and safety compliance reviews take place annually.	Meeting minutes- Staff meetings, Management meetings, Student and Cultural Leadership Team. Consultation document QMS- Policy and procedure documents. At-risk student procedure - provides guidance to staff on actions to take and when to engage external support. Student concern triage matrix - alignment with SMS Health and safety plan and emergency procedures - Covered in induction. Emergency drill logs Student management system communications - Emails sent to learners to ensure that correspondence is timely accurate and consistent. LMS - Student resources hub. Workplace Inspections - Completed monthly

	Health and wellbeing resources remain readily accessible to learners across a variety of channels, including social media, our learning management system, student handbooks, and common areas. BHB Academy also maintains comprehensive policies and procedures that provide clear guidance for staff and students. The student handbook is reviewed and updated annually, with new versions shared via the learning management system to ensure easy access for all learners. Communication systems allow us to send urgent updates or safety information to students quickly via the student management system or learning management system. Scheduled emergency drills continue to be carried out in line with our health and safety plan to ensure readiness and confidence among staff and learners. New and redeveloped programmes maintain a focus on health, wellbeing, and safety within industry contexts, supporting learners to develop the knowledge and skills needed to keep themselves and others safe at work and in life.	
Outcome 2: Learner voice	BHB Academy is committed to strengthening learner voice through accessible, culturally responsive, and meaningful channels, guided by the Whiria ngā Rau framework, which emphasises partnership and shared responsibility. We ensure that student perspectives are heard and valued through both formal and informal mechanisms. Our student cultural leadership team is carefully selected by staff to reflect the diversity of our learner community across all programmes. This ensures that a broad range of experiences and viewpoints help shape decision-making at BHB Academy. Throughout the year, surveys invite student feedback on teaching practices, programme content, support services, and the overall learning experience. For greater accessibility and timely feedback, a QR code has been displayed around the site that links to a feedback form which can be used anonymously. The insights gathered are used to inform changes and improvements that directly benefit learners. Additionally, structured exit interviews are conducted with students completing their programmes to collect feedback that supports continuous enhancement of our curriculum and delivery. BHB Academy maintains an open-door policy for all staff and management, which is well used by students who want to share ideas, ask questions, or raise concerns. Forms for change requests, complaints, and appeals are readily accessible via the learning management system, providing learners with an easy and flexible way to communicate their needs.	<i>Student Handbook</i> – Whiria nga rau documented, covered in induction. <i>Morning/end of day meetings</i> – Informal discussions, student led awards. <i>Student cultural leadership team</i> – meeting minutes, feedback given. <i>Surveys</i> – summary reports <i>QMS</i> – policy and procedures <i>LMS</i> – Contains resources including complaints form. <i>Student handbook</i> – Complaints information, Study Complaints information. Contact details for other external agencies for referring complaints.

	We also maintain a clear, robust complaints process that is proactively communicated to all learners through multiple channels. Learners are made aware of the Study Complaints website, which is promoted in accessible formats to ensure everyone understands their rights and the pathways available for resolving concerns.	
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Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information	How do you know?
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	BHB Academy's physical learning environment is designed to promote inclusivity and connection for all learners and staff. With shared common spaces and learning areas contained within a single building, a strong sense of community and support is fostered. This inclusive culture is further strengthened by a diverse team of tutors who bring varied backgrounds and perspectives to their teaching. The Tūakana-Teina model is embedded in all teaching and learning practices across staff and students, supporting reciprocal learning and inclusion. The tutorial team creates opportunities throughout the learner's day for students to share and explore their cultural and spiritual beliefs openly and without judgment. An annual events calendar is developed collaboratively, with learners invited to contribute ideas that hold significance for them and to help plan and deliver events. This ensures cultural responsiveness and a sense of ownership over their learning environment. Whānau and aiga inclusion is encouraged at all stages of a student's time at BHB Academy. Family members are welcomed to attend the enrolment interview process, are contacted as needed to support the student's learning journey and are invited to visit as clients—at no cost to the student—so learners can practise their skills in a safe, comfortable setting. Whānau are also warmly encouraged to attend the final celebration of programme completion, where students ring the completion bell while the academy cheers them on, reinforcing a sense of achievement and community. Individual learner needs are identified during the enrolment process, with additional support arranged in partnership with learners and whānau as required. Discussions about future study pathways and employment opportunities begin at enrolment and are revisited regularly throughout the programme, with ongoing support offered upon completion. BHB Academy offers a range of programme levels to enable smooth transitions into tertiary study. Processes are in place to track learner achievement and engagement across all programmes, helping ensure positive outcomes for every student. The use of a cloud-based learning management system enables learners to continue making progress even during periods of absence, the content is constantly updated to ensure currency and alignment	<i>Inclusive physical environment</i>- The BHB Academy learning and common spaces are interlinked which allows for learners of all programmes to support each other to achieve their common goal. Tutorial staff are available to all learners no matter which programme they are studying within. <i>Shared lunches and celebrations</i>- Photographic Evidence - Based upon celebrations or cultural events or at the request of learners. Fosters unity among learners and staff. <i>Cultural days</i>-Photographic evidence- Student led opportunities to share and learn about aspects of a range of cultures, focused on the cultures of current learners. <i>ILPs</i> - Individual learning plans include pathway planning, transparency between learner and tutor on progress and achievement. <i>Weekly staff meeting minutes</i> - Progress checks for learner achievement in all programmes, identification of learners to be followed up on. <i>LMS</i> - Accessibility for learning needs. <i>SMS</i> - Notes of whanau meetings (if needed) <i>Pre-enrolment interview documentation</i>- Provides a time to identify and discuss individual

	with any internal moderation. Apps and websites that support learning—such as text-to-speech tools—are actively promoted to learners to enhance accessibility. Short courses are offered during school holiday breaks to expand learning opportunities and allow prospective students to experience the environment and industry expectations before committing to full-time study. Information about a wide range of support agencies is provided to learners in multiple formats to ensure accessibility for all. Policies and practices to support student wellbeing and safety are well established. Feedback gathered during programme development process is carefully considered and implemented to ensure our learning environment remains responsive, inclusive, and effective.	needs and future career pathways and goals. Handbook and LMS - Contains information on a range of support agencies available within the community. Policies - Health and Safety, Health and Wellbeing
Outcome 4: Learners are safe and well	BHB Academy is dedicated to ensuring all learners feel safe, supported, and well throughout their study journey. We continue to work with community support services and cultural advisors to deliver educational workshops and sessions on a range of topics that reflect learners' current needs and interests. We prioritise daily promotion of good mental and physical health practices, making wellbeing a visible and normalised part of the learning environment. Learners are encouraged to raise any health, safety, or wellbeing concerns—whether about themselves or fellow students—confidentially with management through our open-door policy or via several other accessible channels. Student wellbeing concerns are identified at weekly staff meetings and plans put in place for the following week to support the learner. Staff follow a clear, established process to identify at-risk learners and to provide appropriate support options. A dedicated BHB Academy staff member is available to offer pastoral care when needed and to assist students in connecting with external support agencies to ensure comprehensive well-being support. Alternative study arrangements are offered for learners who experience prolonged absences beyond their control or who require adjustments to support their health and wellbeing, ensuring learning remains accessible and achievable. BHB Academy also recognises the importance of meeting learners' basic needs and continues to provide a range of items and resources free of charge to help students manage these essential requirements.	Prospectus - Guides prospective learners to where a range of information and services are found including accommodation options in the area. Student Handbook - Contains information and links on a range of providers and community services. Website - Information on support services. Receipts - On site food and hygiene supplies for students. LMS - Student support, health, and wellbeing information. SMS - Notes on student's files Social media - Instagram highlights - Haora Health and Well-being information and links.

	Clear processes are in place for staff to address disruptive behaviour effectively and fairly. All such events are documented in the student management system to ensure accountability, transparency, and appropriate follow-up. Cameras are installed throughout the site for security and safety. Learners are introduced to our wellbeing and safety systems during orientation, which includes clear guidance on available supports, respectful behaviour expectations, and safety procedures to help them feel confident and prepared from the outset. All staff participate in regular professional development focused on supporting learner wellbeing. Selected staff have also completed mental health first aid training to ensure timely and effective responses when learners experience distress. Culturally safe practices are embedded throughout daily routines and teaching, with a commitment to honouring and supporting the identities of Māori and Pacific learners. Quiet spaces are available for students who need time out for reflection or confidential conversations. Staff conduct proactive check-ins with learners identified as needing additional support to help them stay engaged, safe, and well. Up-to-date emergency contact information is maintained for all learners to ensure whānau can be quickly contacted if needed. Wellbeing and safety are also incorporated into programme content, supporting students to build knowledge and skills relevant to both personal and industry contexts. Peer support is further fostered through our student leadership and cultural team. These learners are identified and introduced to all students, so they are easily accessible as points of contact for peer support, cultural guidance, and connection, helping to strengthen a safe and inclusive learning community.	<i>Pre-enrolment interview</i> – Identification of support needs. <i>Individual learning plans</i> – Identification of support needs and follow up. <i>Management on site with open door policy, tutor phone, student cultural leadership team</i> – Provide opportunities for learners to report any concerns about fellow learners or for themselves. <i>Workshops</i> – Te whare tapa wha activities, sexual health information, drug and alcohol education. <i>Morning meeting activities</i> – Walks, games etc. <i>Policy and procedures</i> <i>Staff Meetings</i> – Held weekly, discussion of learner wellbeing needs and action plans put in place. <i>Student Induction</i> – Full day spent on inducting learners in all aspects of BHB requirements. <i>Staff PD logs</i> – Documenting PD completed
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Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Explore further opportunities for support services in and around the local community.
Outcome 2: Learner voice	

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	
Outcome 4: Learners are safe and well	Gain feedback from students on further support initiatives that will have a meaningful impact on their safety and wellbeing.

Summary of action plan

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Develop a broader network of local services to enhance support for all learners	Directors	July 2027	Register maintained and updated for all new connections	New connections are made in 2026/27
Outcome 2: Learner voice					

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments					
Outcome 4: Learners are safe and well	Empower the student leadership and cultural team to collect student voice/feedback.	Directors/ Tutorial staff	July 2027	Review feedback, discuss feasibility of initiatives, clarify and discuss with student leadership team prior to implementation.	New support initiatives embedded in BHB Academy