

	Inclusion Training Student Absence, Health and Wellbeing Policy & Procedure
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Applies to: All Inclusion Training Staff, Inclusion Melbourne Support Coordinators, Direct Support Staff, Administration Staff
Specific responsibility: The Manager, Inclusion Training is responsible for updating this policy and procedure and Trainers and Assessors are responsible for ensuring this policy and procedure is adhered to.

Version: 3
Date approved: 23/10/2019
Next review date: 23/10/2021

Policy context:	
Standards or other external requirements	ISO 9001:2015 standards : 7.1.3; 7.1.4 NDIS Practice Standards Department of Human Service Standards: 3.5
Legislation or other requirements	
Contractual obligations	

OBJECTIVE

The objective of this policy and procedure is to ensure the safety, health and wellbeing of the students attending Inclusion Training is responded to in a prompt, fair and responsive manner.

SCOPE

This policy and procedures applies to all Inclusion Training staff as well as Inclusion Melbourne direct support staff, all training activities and sites coordinated by Inclusion Training

POLICY STATEMENT

Inclusion Training is responsible for ensuring the safety, health and wellbeing of all students. In achieving this, Inclusion Training will respond to all absences, concerns of health and wellbeing in a prompt and consistent manner that prioritises the needs of the student.

NOTE: This procedure relates to physical illness or injury only, signs of abuse and/or neglect must be responded to in line with the "Identifying Abuse and Neglect Policy and Procedure"

PROCEDURES

1. Attendance

All students are expected to arrive in the classroom between 9:00 – 9:30 AM. Students should sign in and the Trainer and Assessor should mark the attendance register between 9.30 -10:00 AM each day to identify any absences.

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2. Absence or non-arrival of students

- If during the attendance register process it has been identified that a student is absent, the following steps should be taken:
 - The classroom DSP should check the current *Student Absence Calendar* to establish if Inclusion Training was advised about the absence in advance. If the absence is not recorded in the calendar, then the classroom DSP must;
 - Check the classroom handset phone and mobile phone for any messages relating to an absence or late arrival. If no message has been received regarding absence, then the classroom DSP must;
 - Call the student’s home or emergency contact to discuss the absence and determine the whereabouts of the student.. If further assistance is required, then Inclusion Training staff at Armadale Head Office should be contacted.
 - If the whereabouts of the student is still unknown, the family or Support Coordinator (where applicable) will decide what action is to be taken to locate the student.
- If a member of staff has been advised in advance of a student absence, this must be recorded in the *Student Absence Calendar* located in the shared folder within the Inclusion Melbourne server (available for anyone to access)

3. Identifying illness or injury

Signs of student injury and illness are identified through the physical presentation of the student and/or the student expressing their poor health.

Physical signs of illness or injury include, but are not limited to:

- Cold and flu symptoms, such as runny nose, cough, lethargy
- Open and uncovered wounds
- Complaints of pain
- Diarrhoea and/or vomiting
- Distress and discomfort
- Bleeding

4 Responding to student illness and injury

Where illness and/or injury have been identified by a member of staff or volunteer, they must consult with the student as to how the injury or illness was incurred and how they are currently feeling. Any response indicating abuse or neglect must immediately be referred to the Manager, Inclusion Training.

Where the student’s response has not inferred any abuse or neglect the following steps should take place:

- The Trainer and Assessor assistant should attempt to alleviate the immediate discomfort of the injury or illness, such as providing an icepack, tissues, a glass of water etc.
- A First Aid qualified person, or the most senior person in the classroom should determine the most appropriate response with consideration to the following factors:
 - Is the illness contagious and/or infectious?
 - Is the injury appropriately tended to, such as, wounds being covered?
 - Is the illness or pain likely to continue throughout the day, and therefore be a hindrance on the students learning?
 - Will the illness or injury adversely affect other students in the classroom?

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Training staff should refer to the student’s records, such as management plan, data sheet and/or consistent approaches document to source appropriate information related to medical issues. Alternatively the student’s Support Coordinator or family/carer should be contacted for advice and consultation.

Where a first aid trained person is working in the classroom, and can respond appropriately to the illness or injury, with the first aid supplies they have access to, they must do so, and record the injury in an Incident Report.

The student’s family/carer should also be contacted to inform them of the actions taken.

If the injury or illness cannot be alleviated or addressed through basic first aid, the student should return home to recover. In this case, the training staff will contact the relevant family/carer or house to collect the student or arrange transport.

Staff have a duty of care for their students and may use their discretion to call an ambulance if they feel necessary.

DOCUMENTATION

Documents related to this policy	
Related policies	<ul style="list-style-type: none"> • RTO Administration • Service User Absence Health and Wellbeing • Client Incident Reporting • Incident, Accident and Injury Investigation Report
Forms, record keeping or other organisational documents	<ul style="list-style-type: none"> • Client’s Data Sheets • Client’s Management Plans • Client’s Consistent Approaches

Policy review and version tracking			
Review	Date Approved	Approved by	Next Review Due
1		<i>Quality Officer</i>	
2	07/09/17	Manager, Inclusion Training	07/09/19
3	23/10/19	Manager, Inclusion Training	23/10/21
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