



Welfare

Purpose and Scope

The Centre creates an environment that is inclusive and empowering, valuing the positive contributions of learner/ clients and creating a sense of belonging and connectedness that is conducive to positive behaviours and effective engagement in learning.

There are processes in place to identify and support vulnerable learner/ clients and those at risk of disengagement from education and to support the individual's social/emotional and educational wellbeing. Parents/ Guardians or Informal Carers and the broader community play a vital role in supporting successful learning experiences and outcomes for learner/ clients at The Centre. The Centre actively engages with Parents/Guardians or Informal Carers, stakeholders and communities to work together to maximise learner/ clients engagement and support learner/ clients in their engagement in education and programs.

Policy

1. The Centre's Services

- 1.1 The Centre offers programs to provide support and engaging curriculum for disengaged youth and adults.
- 1.2 These programs bring a real life context to learner/ clients learning for learner/ clients to grow as active members of the wider community.
- 1.3 The Centre youth programs focus on building resilience, support learner/ clients with learning needs and involve a holistic approach to the teaching and learning of the individual.
- 1.4 The Staff of The Centre have the relevant and necessary experience to assist the development of disengaged youth to re-enter education in a positive, supported and community focused adult learning environment.
- 1.5 The Centre employs staff with relevant Welfare Qualifications or with relevant welfare services experience to support learners/ clients/ clients and staff with welfare related issues and can refer learner/ clients to other agencies when required.
- 1.6 The Centre calls on the support of Parents/ Guardians or Informal Carers and referral agencies to support learner/ clients with their social, educational and emotional wellbeing in its holistic approach to learner/ clients support.

2. Networks

- 2.1 The Centre maintains a list of referral agencies to support learner/ clients and families when they are in need. These referral agencies form part of a local network that The Centre has to support young people in their education and emotional wellbeing.
- 2.2 Staff may refer learner/ clients who are facing difficulty in their education or outside life to an agency from this list. Comprehensive notes are kept on these referrals by staff to ensure that each individual learner/ client gains the support they need, in an appropriate manner, and ensures that outcomes are monitored. These notes are only accessible to authorised staff to ensure learner/client confidentiality is maintained.

3. Privacy

- 3.1 Privacy and confidentiality are important principles The Centre upholds. The staff keep comprehensive case notes on individual learners/ clients/clients, to support their social, emotional and educational wellbeing. These notes are only accessible by staff involved in the support of learners/ clients/ clients at The Centre and remain confidential.

4. Learner/ Clients with Additional Needs

- 4.1 Learner/ clients with additional needs are encouraged to enrol in The Centre's programs.
- 4.2 Learner/ clients with additional needs are supported on a case by case basis dependent upon staffing and funding requirements.
- 4.3 Learner/ clients with additional needs are encouraged to discuss with the Learner Engagement Team their individual requirements to access the program to ensure The Centre can provide, where reasonable, requirements that will assist them gain access to programs. This plan to assist the learner/ client access programs is developed through the application of the requirements of the Equal Opportunity, Anti-Discrimination, Anti-Harassment and Anti-Bullying Policy.

Definitions

Networks	Networks are relationships that are developed between a range of organisations, businesses and people in key positions that foster the exchange of information and ideas among individuals or groups that share a common interest.
Discrimination	Unlawful discrimination means treating a person less favourably because of a personal attribute they have which is covered by equal opportunity laws. Under Victorian equal opportunity laws, discrimination based on the following attributes is unlawful: sex, race, disability, gender identity, sexual orientation, lawful sexual activity age, pregnancy, marital status, parental status, breastfeeding in public, carer status, religious belief or activity, political belief or activity, industrial activity, physical features, personal association, irrelevant criminal record.
Complex needs	People with complex needs are understood as having multiple issues in their lives which can include mental health and/or addictions, developmental issues, involvement in the Criminal Justice system, problems finding and maintaining housing etc.

Version Control

Policy Operative From	09/2014	Date and Current Version	11/2018
Responsible Officer	Quality Administrator	Policy Approved By	Board of Governance
Date of Next Review	12/2019		

References

Disability Discrimination Act 1992 (Cth)
 Sex Discrimination Act 1984. (Cth)
 Disability (Access to Premises - Buildings) Standards 2010 (Cth)
 Disability Standards for Education 2005. (Cth)
 The Equal Opportunity Act 2010 (Vic)
 The Charter of Human Rights and Responsibilities Act 2006 (The Charter)
 Privacy and Data Security Act 2014 (Vic)
 The Privacy Act 1988 (Cth)

Related Policy

Equal Opportunity anti-discrimination and bullying Policy
 Welfare Policy
 Privacy and Data Security
 Child Safe Policy
 Human Resources Policy
 Occupational Health and Safety Policy

Related Procedure

Information Privacy Procedure
 Document Retention Schedule
 Attendance and Welfare Procedure

Related Guidelines

Staff Code of Conduct
 Learner/ Client Code of Conduct
 Welfare Referral form

