



WHEELERS HILL
Secondary College

Wheeler's Hill Secondary College

Wellbeing Handbook

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Contents

STUDENT WELLBEING	3
General Wellbeing Duties	3
STUDENT MANAGEMENT	3
INDIVIDUAL CASE MANAGEMENT.....	4
Counselling	4
Risk Assessment	4
PROTECTING CHILDREN – REPORTING AND OTHER LEGAL OBLIGATIONS	5
Recognising different types of child abuse	5
Making a report or referral.....	5
Reporting obligations where there is a concern that a child is being abused.	6
Failure to disclose	6
Failure to protect.....	6
Reportable conduct scheme	6
Mandatory Reporting	7
Child in need of therapeutic treatment.....	7
Significant concerns for the wellbeing of a child	8
What happens when you make a report to Child Protection?	8
The process once you report to Child Protection.....	9
Escalating Concerns.....	10
Training obligations	10
Other legal obligations relating to suspicions, disclosures or incidents of child abuse	11
CHILD SAFE STANDARDS.....	11
What help is available?	12
Related policies	13
Relevant legislation.....	13
MANDATORY REPORTING	13
Non Suicidal Self Injury (NSSI).....	14
Suicidal Ideation	15
Out of Home Care Student Processes	16
Home Visits	16
Note Taking	16
MENTAL HEALTH PRACTITIONER (MHP).....	17
STUDENT SUPPORT SERVICES OFFICER (SSSO).....	18
Learning Disability Criteria for SSSO Intervention	19
RESOURCES FOR STUDENTS AND FAMILIES	20

RESOURCES FOR STAFF WELLBEING	21
EDUCATIONAL AND SUPPORT RESOURCES.....	21
WELLBEING REFERRAL FLOWCHART	22

STUDENT WELLBEING

PURPOSE OF WELLBEING:

The primary purpose of the Student Wellbeing Team is to provide support to students by promoting resilience and positive wellbeing to enhance sustainable engagement with learning. We do this by working with goal-oriented process using a strength-based framework. The following document outlines the duties expected of a wellbeing officer and the process that are required to be followed. It is understood that as these may change, as the needs of school change. This document will be updated as changes occur.

General Wellbeing Duties

- Student management
- Whole School wellbeing programs
- Student based program facilitation
- Personal development for staff
- Administrative duties
- Supervision and attendance of events

STUDENT MANAGEMENT

- Schools provide a positive and nurturing environment for students to develop confidence, social skills and healthy life habits.
- By building high resilience, schools equip students with the skills and strategies they need to tackle current and future challenges to their wellbeing and mental health.
- Schools also play a role in identifying signs of mental health issues, providing early support, and referring students to health services.

The primary function of the Wellbeing team is to provide a positive and nurturing environment for students to develop confidence, social skills and healthy life habits. The Wellbeing team also plays a role in identifying signs of mental health issues, providing early support, and referring students to health services. The actions that the Wellbeing officer takes will depend upon the needs of the student. These actions can include:

- Individual case management
- Risk assessments
- Counselling
- Crisis management
- Communicating with staff members at the college

- Communicating with parents and community members
- Communicating with external Support Services

INDIVIDUAL CASE MANAGEMENT

Student wellbeing officers will be assigned a case load. It is the responsibility of the student wellbeing officer to manage their caseload through consultation with the Social Worker. The assessment of students and their needs is made at the discretion of the wellbeing team, through consultation with the student, family and appropriate staff members. Ongoing consultation to occur with Social worker, and if needed, Social Worker to assist and guide other wellbeing staff in sessions.

Wellbeing will schedule sessions with students and make assessments of the frequency of meetings based upon the needs of the student, and the workers time commitments.

Student wellbeing team will review student caseloads at regular intervals to re-assess the needs of students, and to consult regarding any issues that may arise.

Each student will be managed by one wellbeing officer unless they are unavailable. It is the responsibility of the wellbeing worker to consult with Social Worker in order to create a support team around the student. Social Worker will oversee care of all students engaged with wellbeing and manage cases where appropriate.

Counselling

Student wellbeing officers are required to engage in one on one counselling sessions with students drawing upon their own knowledge using evidence based theories and practices to address students' goals as identified in the original intake. All outcomes must be directed toward a goal oriented process using a strength based framework.

Risk Assessment

Risk assessment Student wellbeing officers are required to conduct suicide and safety risk assessments as deemed appropriate. assess will then be managed based upon the severity of the presenting issues. Referrals will be made to external services whose risk level falls in the mid to high range of severity. E.g.: students who have active suicidal ideation, ongoing self-harm or severe mental health issues.

Any information disclosed about any of the following; serious mental health problems, suicidal ideation, self-harm, rape, sexual abuse or serious physical abuse, the wellbeing worker must consult with Social Worker, either in person or by phone **before** acting. If the Social Worker is not available, the wellbeing worker must consult with a member of the Principal Class. This same rule applies to any critical incidents.

PROTECTING CHILDREN – REPORTING AND OTHER LEGAL OBLIGATIONS

School staff have a range of legal obligations with respect to protecting children and young people from abuse.

- School staff must be aware of and comply with their legal obligations with respect to reporting suspected child abuse and providing ongoing appropriate support.
- School staff must follow the [Four Critical Actions](#) where there is an incident, disclosure or suspicion of child abuse.
- Where a school staff member has reported a concern to Child Protection but they continue to have concerns for the child after Child Protection has closed the case, they may escalate the matter through Child Protection complaints management processes or reporting concerns from the principal to their regional Area Executive Director.

School staff play a vital role in protecting children from harm and are well placed to observe signs or behaviours that may indicate risks of child abuse.

School staff must act, by following the [Four Critical Actions](#), as soon as they witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.

Recognising different types of child abuse

Types of child abuse include:

- physical abuse
- sexual abuse
- grooming
- family violence
- emotional abuse
- neglect.

For information, refer to: [PROTECT: Identify child abuse](#)

Making a report or referral

Refer to the section below on 'Reporting obligations where there is a concern that a child is being abused' for information on the legal reporting obligations of all school staff.

School staff must follow the [Four Critical Actions](#) when responding to an incident, disclosure or suspicion of child abuse.

Reporting obligations where there is a concern that a child is being abused.

Note: For information on how to report a suspicion, disclosure or incident of abuse, see the Four Critical Actions.

Note: When making any report in regards to suspected child abuse, it is strongly recommended that you use the [Responding to suspected child abuse template](#) to keep clear and comprehensive notes.

Failure to disclose

All adults must report to Victoria Police where they form a reasonable belief that a sexual offence has been committed by an adult against a child under the age of 16.

Failure to disclose the information may be a criminal offence unless you have a 'reasonable excuse' or have an 'exemption' from doing so.

If you are an adult that reasonably believes that a sexual offence has been committed against a child under the age of 16 by another adult, then you must call Victoria Police on [000](#) or your local police station.

For more information, visit the Department of Justice and Community Safety website: [Failure to disclose offence](#).

Failure to protect

Principals or school leadership staff, who become aware that an adult associated with the school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse (including through grooming) to a child under the care, of the school, must take all reasonable steps to remove or reduce that risk.

This may include, for example, removing the adult from child-related work pending investigation. Failure to do so may be a criminal offence.

This applies to any staff member in a position of authority (e.g. principals, assistant principals and campus principals).

For more information, visit the Department of Justice and Community Safety website: [Failure to protect offence](#).

Reportable conduct scheme

Principals must notify the Employee Conduct Branch as soon as possible after becoming aware of an allegation of reportable conduct.

There is an allegation of reportable conduct where a person has a reasonable belief that there has been:

- a sexual offence, sexual misconduct or physical violence committed against, with or in the presence of a child, or
- behaviour causing significant emotional or psychological harm to a child, or
- significant neglect of a child, or
- misconduct involving any of the above.

The Department's Employee Conduct Branch will report allegations of 'reportable conduct' raised against Department employees (and contractors, volunteers, allied health workers and other office holders) who are 18 years or over to the Commission for Children and Young People (CCYP).

The contact number for the Employee Conduct Branch is [03 9637 2595](tel:0396372595).

For more information refer to the [Reportable Conduct Scheme](#).

Mandatory Reporting

A mandatory reporter must report to the Child Protection as soon as practicable if, in the course of practising their profession or carrying out their duties, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical and/or sexual abuse, and
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

It may be a criminal offence not to report in these circumstances.

Individuals who are required to report:

- Victorian Institute of Teaching (VIT) registered teachers, including principals
- school staff who have been granted permission to teach by the VIT
- registered doctors, nurses and all members of the police force
- registered psychologists
- people in religious ministry
- staff who provide direct support to students for mental, emotional or psychological wellbeing, including (but not limited to) school health and wellbeing staff, primary welfare officers, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff.

Child in need of therapeutic treatment

Any person who believes on reasonable grounds that a child over 10 but under 18 years of age has been exhibiting sexually abusive behaviours and may be in need of therapeutic treatment may make a report to Child Protection.

School staff must also report student sexual offending to the Victoria Police.

For more information, refer to: [Identify and Respond to Student Sexual Offending](#).

Significant concerns for the wellbeing of a child

All concerns about the wellbeing of a child (or unborn child) should be taken seriously and acted upon.

Any adult can make a referral to Child FIRST/The Orange Door if they:

- have a significant concern for a child's wellbeing
- the issue of concern has a low-to-moderate impact on the child
- the child's immediate safety is not compromised
- believe that the child and/or family will act on the referral and be supportive of it.

School staff must contact Victoria Police if:

- there is any concern for a child's immediate safety and/or
- a child is partaking in any risk-taking activity that is illegal and extreme in nature or poses a high risk to the child or any other person.

School staff can contact Child Protection if:

- after consideration of all available information you form a view that the child needs protection, and
- you believe that the child's parents/carers will not be open to support from family services to address their child's wellbeing.

For further information, refer to: [Responding to other concerns about the wellbeing of a child](#).

For contact details visit:

- [Child FIRST Child and family services](#)
- [The Orange Door](#)
- [The Lookout service directory](#) — for information, and guidance to help you respond to family violence
- [1800 RESPECT](#)— for family violence victims/survivors to be referred to counselling and information
- Child Protection — visit [Making a report to child protection](#)
- Victoria Police — call [000](#) or your local police station.

What happens when you make a report to Child Protection?

Confidentiality and professional protections

When you make a report, your identity as a reporter must remain confidential unless:

- you choose to inform the child, young person or parent of the report
- you consent in writing to your identity being disclosed
- a court or tribunal decides that it necessary for your identity to be disclosed to ensure the safety and wellbeing of the child

- a court or tribunal decides that you in the interests of justice the evidence needs to be given.

If a report is made in good faith:

- it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter
- the reporter cannot be held legally liable in respect of the report.

The process once you report to Child Protection

Intake

When you make a report to Child Protection, your report will be received by the intake team. Intake determines the appropriate response and provides advice to reporters including advice about where children and families can access support services. Intake will decide whether your report should proceed to referral or investigation.

Investigation

If your report is classified as a protective intervention report and/or a therapeutic treatment report, it will proceed to investigation by Child Protection. An investigation establishes if a child is in need of protection as defined by the law. An investigation involves interviews with the child and parents.

Requests for information

Child Protection, Child FIRST/The Orange Door, and/or Victoria Police may request information from school staff about the child or family to investigate a report and assess the risk or wellbeing concerns of the child.

When sharing information with Child Protection, school teachers, principals, kindergarten teachers and any person in charge of an education service may disclose information to Child Protection in good faith in accordance with the Children Youth and Families Act 2005. This disclosure of information does not constitute unprofessional conduct or a breach of professional ethics, or expose the person to any liability.

For more information refer to the [Requests for Information about Students Policy](#).

Interviews

As part of an investigation, Child Protection and/or Victoria Police may conduct interviews of children at the school without the parent/carer's knowledge or consent. Child Protection would only interview children at school where it is in the best interests of the child.

For policy and guidance on police and DHHS interviews at school, refer to: [Police and DHHS Interviews](#).

Decision

After an investigation has been undertaken, Child Protection will decide whether the report has been substantiated and protective intervention is required.

Witness summons

If Child Protection makes a protection application in the Children's Court, school staff might be required to produce documents or give evidence in court if requested. This is called a subpoena or a witness summons. Refer to: [Legal Claims, Subpoenas, Summonses and Other Legal Documents](#)

Protection order phase

If the court finds that the child is in need of protection and that an order is required to promote the child's ongoing safety and development, they will grant a protection order.

The primary role of the Child Protection practitioner during this phase is to administer the protection order made by the Children's Court and continue to engage with the child and family to address the protective concerns.

Support for the child or young person

Before, during, and after the Child Protection process, school staff must provide ongoing support for children impacted by abuse. School staff can support students by:

- developing a student support plan in consultation with wellbeing professionals
- acting as a support person for the child
- attending Child Protection case planning meetings
- observing and monitoring the child's behaviour
- referring to and/or liaising with wellbeing professionals.

Escalating Concerns

Where a school staff member continues to have concerns about a child after Child Protection has closed the case, the school can escalate the matter by:

- using [Child Protection's complaints management process](#)
- escalating concerns from the principal to their regional area executive director. The area executive director can then share this information with their counterpart at Child Protection.

Training obligations

School staff can use the Protecting Children — Mandatory Reporting and Other Obligations eLearning module (the module) to learn how to protect the safety and wellbeing of children and young people. This module is available on LearnED which is accessed through [eduPay](#) (login required – type 'child protection' into the search function on LearnED).

Requirements — school staff

School staff who are:

- mandatory reporters must complete the module once per calendar year

- not mandatory reporters are strongly encouraged to complete the module once per calendar year.

Requirements — region and area staff

Department staff who:

- are mandatory reporters must undertake the training once per calendar year
- have roles that engage with students or provide advice to schools about mandatory reporting or child safety are strongly encouraged to undertake the training once per calendar year.

For a list of staff who have completed the module, principals can email student.engagement@education.vic.gov.au

Other legal obligations relating to suspicions, disclosures or incidents of child abuse

Duty of care

All school staff have a duty of care to take reasonable steps to protect children under their care from harm that is reasonably foreseeable. In relation to suspected child abuse, reasonable steps may include (but are not limited to):

- acting on concerns and suspicions of abuse as soon as practicable
- seeking appropriate advice or consulting with other professionals or agencies
- reporting the suspected child abuse to appropriate authorities such as Victoria Police and Child Protection (refer to [Four Critical Actions PROTECT](#))
- arranging counselling and/or other appropriate welfare support for the child
- providing ongoing support to the child and young person
- sharing information with other school staff who will also be responsible for providing ongoing support to the child

For more information, refer to:

- [Duty of Care](#)
- [Your reporting and legal obligations PROTECT](#)
- [Identifying and responding to all forms of abuse in Victorian schools](#)

CHILD SAFE STANDARDS

The Child Safe Standards (the Standards) are compulsory minimum standards for all Victorian schools to ensure they are well prepared to keep children and young people safe and protect them from abuse. [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#) provides the framework for child safety in schools.

Victorian schools can continue to build on their existing child safety strategies, policies and practices to strengthen their culture of child safety and protect children and young people from abuse.

The Child Safe Standards include requirements to keep children, young people and students safe, including:

- involvement of families and students in child safety
- schools' focus on safety for Aboriginal students
- better management of child abuse risks in online environments
- governance, systems and processes for keeping students safe.

The Victorian Registration and Qualifications Authority is responsible for regulating the compliance of schools with the Standards. Schools are required to comply with the Standards as part of the prescribed minimum standards for registration.

There are 11 Child Safe Standards:

- [Standard 1: Culturally safe environments](#) – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- [Standard 2: Leadership, governance and culture](#) – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
- [Standard 3: Child and student empowerment](#) – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- [Standard 4: Family engagement](#) – Families and communities are informed and involved in promoting child safety and wellbeing.
- [Standard 5: Diversity and equity](#) – Equity is upheld and diverse needs are respected in policy and practice.
- [Standard 6: Suitable staff and volunteers](#) – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- [Standard 7: Child-focused complaints processes](#) – Ensure that processes for complaints and concerns are child focused.
- [Standard 8: Child safety knowledge, skills and awareness](#) – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- [Standard 9: Physical and online environments](#) – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- [Standard 10: Review of child safety practices](#) - Implementation of the Child Safe Standards is regularly reviewed and improved.
- [Standard 11: Implementation of child safety practices](#) – Policies and procedures that document how schools are safe for children, young people and students.

What help is available?

Schools can visit:

- the [PROTECT website](#) for templates, guidance and checklists to support compliance with each Standard.
- the [School Policy Templates Portal](#) (staff login required) for templates policies to support compliance with the Standards.

Related policies

- [Protecting children — Reporting and Other Legal Obligations](#)
- [Student Sexual Offending and Problem Sexual Behaviour](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Relevant legislation

- [Child Wellbeing and Safety Act 2005 \(Vic\)](#)
- [Education and Training Reform Act 2006 \(Vic\)](#)
- [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#)

MANDATORY REPORTING

The Mandatory reporting process to follow is:

- 1) Wellbeing team member gathers information about incidents such as:
 - Frequency and nature of abuse
 - Location on body or venue
 - Safety- current physical and mental safety
 -
- 2) Consult Social Worker and/or principal team.
- 3) Conduct safety plan with student including discussion around informing them of the report unless it is unsafe to do so (if unsure consult with Social Worker)
- 4) Report to relevant services: DHHS, Child First, SOCIT (with support of Social Worker or Principal Class)
- 5) Follow instructions given by external services.
- 6) Inform parents if deemed safe to do so (consult with services and Social Worker)
- 7) Arrange appropriate support for the student, which may include internal support, safety plan, external referrals and others.

Non Suicidal Self Injury (NSSI)

If a disclosure is made of NSSI, the following procedure should be followed:

- Wellbeing staff become aware of a student that has engaged in NSSI. If a member of the teaching staff first becomes aware, they will include wellbeing in management of student.
- Wellbeing staff will assess NSSI, decide if medical attention is required, and take appropriate actions. This may include; 000 call, security services, calling parents to take them to health professional, getting NSSI treated from first aid, calling parents to inform.
- Wellbeing staff will ensure that all NSSI is sufficiently dressed and covered by First Aid if appropriate. Inform Social Worker, or Principal Class and if appropriate, seek advice from external services.
- If assessed as NSSI wellbeing staff will liaise with parents around supporting student.
- If required, an interim safety management plan will be created and students wellbeing managed by wellbeing until they are linked in with a mental health professional, at which point the wellbeing worker will seek guidance from the mental health professional to provide appropriate support.
- IRIS alert to be completed by Social Worker with Principal Class

ANY TIME a student Self-harms, a parent is to be notified as a responsibility under our duty of care. If this is believed to be an inappropriate course of action a decision to not contact parents must be made through consultation with Social Worker and/or principal class.

If student harms at school they are to be removed from the space, wound addressed and possible actions taken may include: sending student home, liaising with Social Worker and or principal class, safety plan created, liaising with mental health professionals.

NB: Please ask and explore the following:

- If thinking about self-harm or suicide is present, how frequent, distressing and persistent is it?
- If the person has a plan, how detailed and realistic is it?
- What method has the person chosen, and how lethal is it? It is also important to clarify the young person's understanding of the lethality (e.g. they may not understand that a paracetamol overdose may be lethal).
- It is important to ask about the young person's intention to carry out the plan including their intention to die.
- Does the person have the means to carry out the method? Has the person ever planned or attempted suicide or self-harmed?
- If so: What was the context (stressors, planned or impulsive, substance use)?

- What was their intention?
- How were they prevented from acting (did they ask for help, were they discovered acting)?
- How do they feel about that attempt now?
- Has someone close to the person attempted or completed suicide?

Suicidal Ideation

If a disclosure of suicidal ideation is made, the following process must be taken :

- Wellbeing team become aware of a student with suicidal ideation. If a member of the teaching staff first becomes aware, they will include wellbeing in management of student.
- Wellbeing team member will conduct a risk assessment, using their own risk assessment framework. This should include, but should not be confined to the following:
 - Timeline
 - Access
 - Frequency of thoughts
 - Scaling questions
 - Protective & Risk Factors
 - Triggers
- If assessed to be appropriate (eg.level of risk), consult with Social Worker and/or principal team and/or appropriate external services.
- Actions to follow will include informing parents or guardians, referral to mental health professionals, security services, and/or 000 call unless deemed unsafe to do so (consult with Social Worker and/or Principal Class).
- If required, the following actions may take place: SSG meeting, student management plan, Safety plan created
- IRIS alert to be completed by Social Worker with Principal Class
- Wellbeing staff member to follow up with student on a regular basis and continue to liaise with parents and appropriate services as case manager.

ANY TIME a student has suicidal Ideation a parent is to be notified as a responsibility under our duty of care. If this is believed to be an inappropriate course of action a decision to not contact parents must be made through consultation with Social Worker and/or principal class.

MENTAL HEALTH PRACTITIONER (MHP)

Under the initiative, mental health practitioners include:

- Nurses with a specialisation in mental health
- Occupational Therapists
- Psychologists
- Social Workers.

Nurses, Occupational Therapists and Psychologists must hold full AHPRA registration. Social workers must be eligible for membership with the Australian Association of Social Workers.

Mental health practitioners are school-based roles who work flexibly, based on the needs and priorities of their school and students.

The mental health practitioner role provides an additional resource to the school's existing wellbeing team and includes:

- contributing to whole-school approaches to mental health prevention and promotion
- provision of direct counselling support to students and other early intervention services
- coordination of supports for students with more complex needs

Mental health practitioners provide short term intervention for students with mild to moderate mental health needs and liaise with the relevant internal and external services where students need more intensive support. Informed consent is sought before commencing intervention services.

STUDENT SUPPORT SERVICES OFFICER (SSSO)

Current SSSO: Scott Pendlebury

Contact: scott.pendlebury@education.vic.gov.au

Student Support Services (SSS) teams are comprised of professionals including:

- psychologists
- speech pathologists
- social workers

They support schools in assisting children and young people facing barriers to learning to achieve their educational and developmental potential.

SSS staff work as part of an integrated health and wellbeing team within each area, focusing on providing:

- workforce capability building for school staff
- group based and individual support
- the provision of specialised services

Area teams use the Department's [Student Support Services Handbook](#) to support local delivery arrangements. The Handbook supports principals and the Department's areas and SSS team members to implement the delivery model for SSS.

The Handbook offers guidance to SSS team members regarding working in area teams, working in portfolios and responding to area and SSS priorities. For schools, the Handbook defines the case referral approach and how schools can engage with the work of the SSS.

- Access to Student Support Services (SSS) is managed through a referral process by a student's school through the school's SSS Key Contact Officer. This process is outlined in the [Student Support Services Referral Process](#) in the [Student Support Services Handbook](#).
- The school must obtain informed consent from the student's parent/carer where the referral is for direct support to a student or group of students prior to SSS delivering the service. The consent form is available in multiple languages in the Resources tab.
- The school must record the referral in the [Student Online Case System](#) (before the referral is assigned to SSS).

Meetings with SSSO & College Wellbeing Leader occur once a fortnight, and consults regarding individual student interventions.

Learning Disability Criteria for SSSO Intervention

- 18 months behind in numeracy or literacy and school is unsure of appropriate intervention – consultation and possible assessments
- 12 months behind in numeracy or literacy and school is unsure of appropriate intervention – consultation regarding ILP

If this is established, a referral to be placed on [Student Online Case System](#) with the following documentation;

- Reports
- Assessments completed by the school (This needs to happen) E.g. PAT-R, Numeracy Testing
- Attendance Data -Pre Referral Form
<https://www.education.vic.gov.au/Documents/school/principals/spag/safety/SSSrefprocess.pdf> -Follow link for 'Forms' on last page
- Consent Form
<https://www.education.vic.gov.au/Documents/school/students/SSSInformationandPrivacyConsentForm.DOCX>

RESOURCES FOR STUDENTS AND FAMILIES

Headspace: 24/7 phone counselling service for 12 to 25 year olds.

P: 1800 650 890

www.headspace.org.au

E-Headspace: 24/7 online counselling service for 12 to 25 year olds.

www.eheadspace.org.au

BeyondBlue: 24-hour Phone and online counselling for mental health.

P: 1300 22 46 36

www.beyondblue.org.au

Lifeline: 24-hour phone crisis support and suicide prevention services.

P: 131 114

www.lifeline.org.au/get-help/online-services/crisis-chat

Kids Help Line: 24/7 free phone and online counselling for 13 to 25 year olds.

P: 1800 55 1800

www.kidshelpline.com.au

Q-Life/Switchboard: Free Online and Phone Counselling, information and advice LGBTIQ peer support and referral for people wanting to talk about sexuality, identity, gender.

P: 1800 184 527

www qlife.org.au/resources/chat

VicHealth: Health promotion enabling people to increase control and over and improve health. Physical and Wellbeing activities: <https://www.vichealth.vic.gov.au>

5 Ways to Wellbeing: Introducing 5 ways to improve your psychological and emotional health: <https://5waystowellbeing.org.au/>

1800 RESPECT: 24/7 free online and telephone counselling for Family Violence Affected Family Members.

P: 1800 737 732

www.1800respect.org.au

Men's Line: 24/7 Support, referrals and counselling for men over the phone and online.

P: 1300 78 99 78

www.mensline.org.au

Suicide Callback Line: 24/7 Phone counselling, online counselling and Video Chat.

P: 1300 659 467

www.suicidecallback.org.au

Parent Line: State wide telephone counselling and support service for all Victorian parents and carers of children from 0-18 years. Experienced social workers, psychologists and family therapists can give families counselling and information around a wide range of parenting issues.

P: 13 22 89

W: [Parent Line Link](#)

RESOURCES FOR STAFF WELLBEING

Employee Assistance Program: 24/7 Professional, Confidential, Free Counselling Service.
P: 1800 361 008

Student health and wellbeing information for staff-Support services, guidance and materials to make sure students are healthy and safe: [DET link here](#).

Employee Health, safety and wellbeing services: [Link here](#).

Safe @ Work: [Link here](#).

Working Alone: [Link here](#).

Critical Actions and Duty of Care – Meeting Our Obligations: [Link here](#).

Helpful Apps: For additional resources and apps you may wish to investigate, please [click here](#).

Please Note: If you're in an emergency situation or need immediate assistance, contact mental health services (1300 369 012- 24hrs 7 days a week), go to your local emergency department or call emergency services on 000.

EDUCATIONAL AND SUPPORT RESOURCES

The [Quick Guide to Student Mental Health and Wellbeing](#)

[Mental health support after an emergency or natural disaster](#)

