

BRAUER WELLBEING

STAFF
HANDBOOK



HANDBOOK CONTENTS

Schools play a unique and vital role in supporting a young person's mental health and wellbeing. Brauer College uses a coordinated, evidenced-based approach to mental health and wellbeing to foster a young person's readiness to learn and engage. This approach is tailored to both individual and whole school needs in line with the FISO 2.0. This document provides staff with an overview of the wellbeing programs and supports embedded at Brauer College.

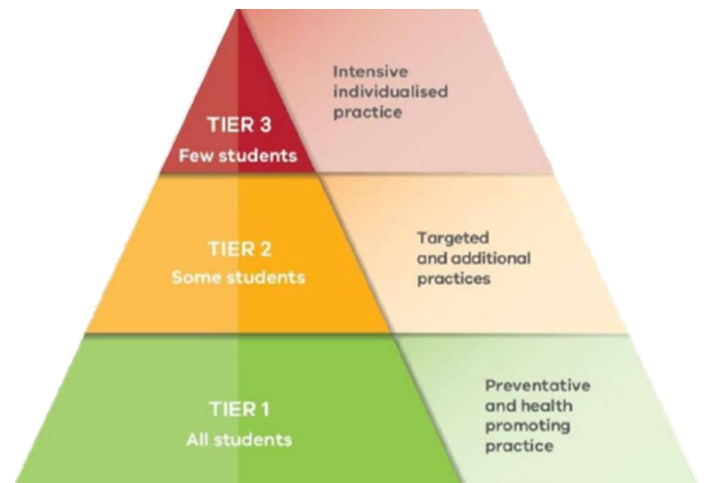
- 01** AIM & APPROACH
- 02** MEET THE TEAM
- 04** LINKING IN WITH WELLBEING
- 06** REFERRAL PROCESS
- 07** WELLBEING PASSES & PLANS
- 09** PROGRAMS
- 13** ATTENDANCE SUPPORTS
- 15** CONFIDENTIALITY & INFORMED CONSENT
- 16** COMPASS
- 17** MANDATORY REPORTING
- 17** RESPONDING TO INCIDENTS IN SCHOOL
- 18** STAFF SUPPORT
- 19** RESOURCES/CONTACTS
- 20** DET RESOURCE PROTECT

APPROACH & AIM

The Wellbeing team at Brauer College adopts a holistic model of health and wellbeing that focuses on the physical, mental, emotional, and social functioning of students to support student learning and development. The Brauer Wellbeing team focuses on embedding multi-tiered systems within the school to enhance student wellbeing and inclusion.

TIERED SUPPORT

Support is provided to students through a tiered approach, this includes our whole school approach programs and strategies, targeted intervention including groupwork and cohort specific supports as well as targeted intervention such as intensive individualised supports.



CURRENT WELLBEING TIERED SUPPORT

TIER 1 SUPPORTS – WHOLE SCHOOL STRATEGIES

BIG LIFE

SCHOOL WIDE
POSITIVE BEHAVIOUR

FISO 2.0/
AIP GOALS

RESPECTFUL
RELATIONSHIPS

TIER 1 SUPPORTS – Refer to strategies and programs available to and accessible to all students within the school and includes programs and strategies which look to teach and put preventative and health promotion skills into practice

TIER 2 SUPPORTS – SPECIFIC COHORT/GROUP SUPPORTS

WELLBEING GROUP
PROGRAMS

SCHOOL NURSE

SCHOOL CONNECTIONS
OFFICER

STAFF SUPPORT/SECONDARY
CONSULTATIONS

TIER 2 SUPPORTS – Refer to supports which are catered to specific cohorts and year level groups. The strategies and programs included within this tier are targeted interventions

TIER 3 SUPPORTS – INTENSIVE INDIVIDUAL SUPPORTS

COUNSELLING
FOR STUDENTS

STUDENT CHECK-
INS/CONSULTATIONS

UNIFORM ASSISTANCE
FOOD RESOURCES

DOCTORS IN SECONDARY
SCHOOLS (DISS)

TIER 3 SUPPORTS – Refer to supports which are intensive individualised supports. The strategies and programs within this tier are one-on-one supports which students can engage in to receive care or support wherever required

MEET THE WELLBEING TEAM



AMELIE PLEVIER
ADMINISTRATION

Amelie is the first port of call when students present to the wellbeing centre, triaging students initial needs and ensuring that they are linked in with appropriate supports. Amelie oversees general administration tasks including scheduling appointments, documentation on compass and updating staff of student presentations when required.



SAM MALONE KERRI WILLIAMS
STUDENT WELLBEING OFFICERS

Kerri & Sam provide daily supports to students, this includes following up with referrals/further triage, checking in and providing consultations with students, food and uniform supports, as well as following up with external referrals. Kerri & Sam also support with implementing wellbeing programs and interventions into the school including group work.



DONNA BLAKE
TRIAGE LEADER

Donna oversees the triage team, who support the day-to-day wellbeing needs of students. Donna co-ordinates out of home care student needs and attends student support meetings from a wellbeing lens. Donna also oversees State Schools Relief and can provide students with uniform support.



ROCHELLE GREENE
MENTAL HEALTH
PRACTITIONER

Rochelle offers short term counselling supports for students (6-8 sessions) who are experiencing mental health challenges which impacts their schooling. Access to sessions with Rochelle is via referral, which can be made through the triage team. **Parental consent is required for referrals.** Rochelle also provides secondary consult to the triage team, and is a member of the Brauer College Leadership team.



ALARNA PATTERSON
SCHOOL NURSE

Alarna provides health promotion and education for students through individual and small group sessions, as well as school wide initiatives to improve the health and wellbeing of students and the wider school community. Teachers at Brauer College are encouraged to collaborate with Alarna in developing health-related curriculum and its delivery in the classroom in partnership with teachers.



LYNDA NEVILL
ASSISTANT PRINCIPAL

Lynda oversees the Wellbeing and Disability and Inclusion Portfolio for Brauer College. Lynda is passionate about student wellbeing and has supported Brauer College for over 30 years as a student, teacher, parent and assistant principal.



MARK CHAPMAN
SCHOOL CONNECTIONS OFFICER

Mark provides individualised and group support to students who are experiencing some disengagement from their education. This may be due to a diagnosed condition, trauma history or social difficulties. Mark's tailored interventions for students aim to keep them connected with Brauer college and maximise the many opportunities the college offers. Access to time with Mark is via referral, which can be made through the triage team.

PROGRAMS & GROUPS



The programs and groups available at Brauer College offer a range of supports which stem from whole school strategies to intensive individual supports all of which have the aim to support the wellbeing and protect the physical, mental, emotional and social functioning of students. Refer to **pages 9-12** for more information on what these programs are and involve.

WELLBEING AIMS TO MAKE

Students feel safe, connected and welcomed

Students feel comfortable to speak up when they need support

Students have a space to visit/access when in need

Students have access to support whether that be physically, emotionally or mentally

Students have access to services and programs which benefit them and provide further support

Staff feel empowered in supporting students wellbeing

LINKING IN WITH WELLBEING

WHY SEEK WELLBEING SUPPORT?

- Mental Health Supports
- Food Support
- Uniform Assistance
- Linking in with external support

SECONDARY CONSULTS

Wellbeing can also be used as a secondary consult for staff if they are seeking support/advice for how to best support a student.

HOW DO I KNOW WHETHER I SHOULD CONTACT WELLBEING?

Wellbeing offers a broad scope of practice, including both proactive and reactive supports for student wellbeing. If you are unsure whether wellbeing is the most appropriate support, please call and speak to us!

CONTACT

Location: F wing

Email: wellbeing@brauer.vic.edu.au

Phone: 5560 3844

SUPPORTS AVAILABLE THROUGH WELLBEING



TRIAGE TEAM

WELLBEING ADMIN, STUDENT WELLBEING OFFICERS & TRIAGE LEADER

Student Wellbeing Officers provide a wide range of supports to students in need. These supports can include brief consultation, problem solving skills, resource provisions, regulation techniques, study skills support, communication skills and information provision. Donna and Kerri can also provide brief counselling supports as indicated. Wellbeing also provides State Schools Relief, food packages and uniform provision where needed.

Student Support Groups (SSG's) are co-ordinated by Donna Blake – for any SSG queries please contact donna.blake@education.vic.gov.au

Triage runs on an appointment basis, students seeking an appointment can make one through our administration worker Amelie. Appointments are usually 15–20mins long and focus on singular presenting issues.

Triage will always make time to see students in crisis, and follow the wellbeing triage process to identify urgency.



MENTAL HEALTH PRACTITIONER

Rochelle is a qualified school-based mental health professional who provides direct psychological intervention support to students who are experiencing mental health concerns that impact their schooling. Sessions generally run for 1 period and focus on goals that students identify. MHP sessions are completely voluntary, and **parental consent (unless deemed mature minor) is required.**

Rochelle may also work with parents and/or relevant staff members if indicated within the means of confidentiality.

Referrals to the MHP will be identified through Student Wellbeing Officers triaging information and presenting it to the weekly wellbeing meeting. If it is identified that a student would benefit from a referral consent will be obtained.



SCHOOL NURSE

Alarna is a registered nurse who works with the wellbeing team to improve the health and wellbeing of students and the school community through health promotion and health education activities.

Alarna oversees programs such as School Breakfast Club and Fruit Salad.

To make a referral to see Alarna, simply speak to the wellbeing team.

The Secondary School Nurse facilitates relationships between the school and community based health and wellbeing services. Alarna works in collaboration with school leadership, to create and implement a health promotion plan, to address the unique health and wellbeing needs of our school. Alarna offers health related capacity building to the school community that is responsive to the health and wellbeing needs of students in our school.



SCHOOL CONNECTIONS OFFICER

Mark is a qualified teacher and mental health professional who focuses on providing mentoring support to students who are feeling marginalised at school and/or demonstrating a risk of becoming disengaged with their education.

Mark catches up with students on a regular basis to help them emotionally regulate and practice their personal strengths and skills.

Referrals to Mark are made through the triage team



EXTERNAL REFFERALS

Wellbeing staff have strong connections with local service providers of specified ongoing support. Where necessary student wellbeing officers will support students in making referrals to local service providers.

Some examples of external supports that the wellbeing team liaise with and make referrals to include:

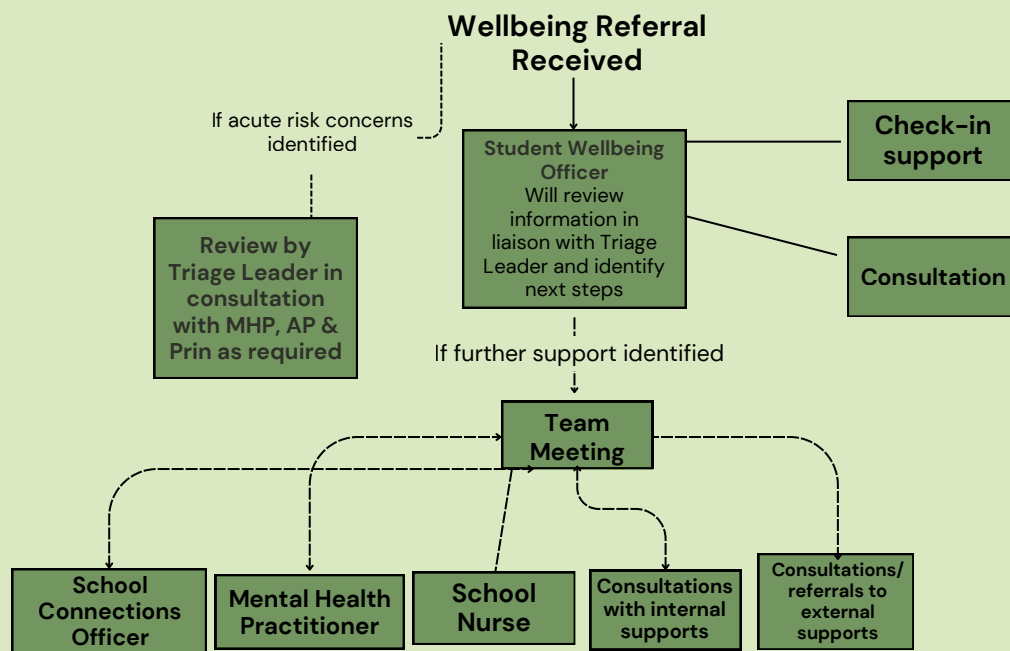
- Brophy services
- Police Youth Liasion Officers
- Child and Youth Mental Health Service (CYMHS)
- Centre Against Sexual Assault (CASA)
- SOCIT
- Headspace
- Orange Door
- Department of Health and Human Services (DHHS)
- Safe Schools

REFERRAL PROCESSES

STAFF REFERRAL PROCESS

If you are seeking support for an individual student, a referral to wellbeing must be completed. Referrals to Wellbeing can be completed through compass (please see [p. 16](#) for detailed information on how to complete compass referral).

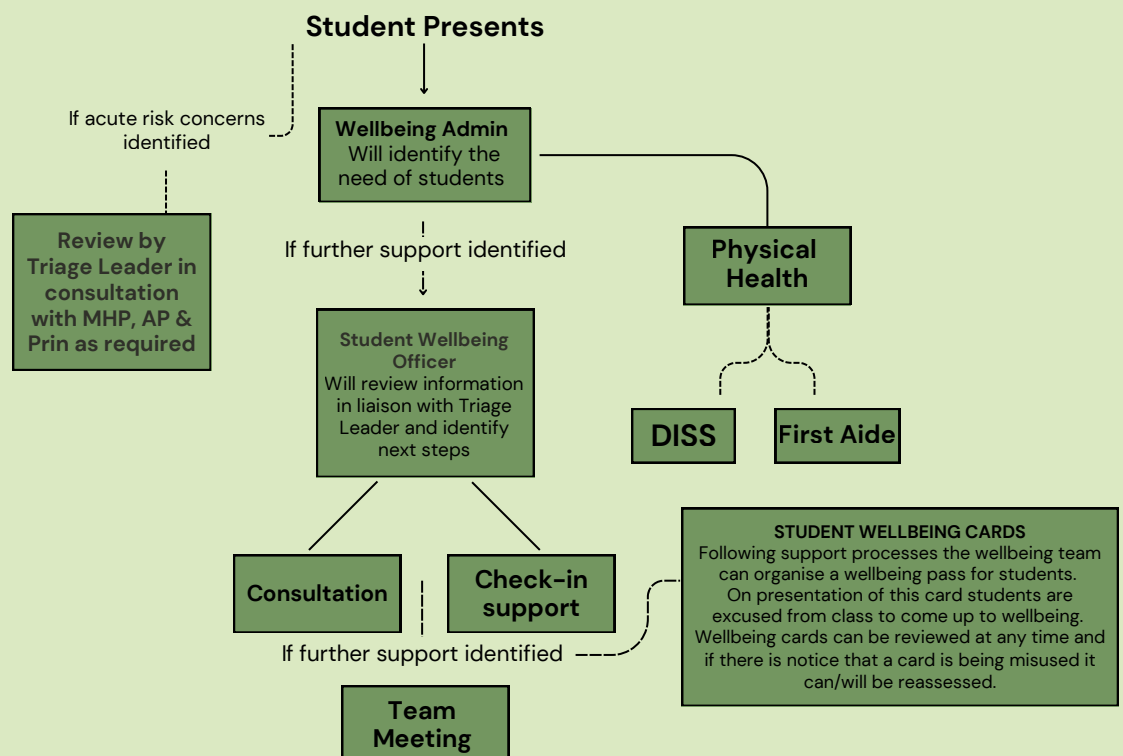
If a student is seeking to attend wellbeing, please email or call us to let us know. Once a referral for wellbeing support has been made, it will be reviewed through the following process to identify the appropriate supports for the presenting students. Feedback will be provided to staff within the limits of confidentiality and adhering to the DET 'needs to know framework'.



WHEN STUDENTS PRESENT TO WELLBEING

If a student self presents to wellbeing, the wellbeing admin will identify the presenting needs of the student.

For non-urgent support the student will be scheduled a time to speak with a student wellbeing officer at a later time, for urgent matters the student will be reviewed immediately. If a student is at wellbeing during class time, an email update will be provided to staff to ensure that they are aware of their whereabouts. Feedback will be provided to staff as within the limits of confidentiality.



STUDENT WELLBEING PASSES

Wellbeing Passes are provided to students who benefit from being able exit class to access wellbeing as a means to regulate or support medical needs. Students may be eligible based on a variety of mental health and medical needs which impact their ability to remain in class.

Wellbeing Passes can be requested or suggested by staff or YLM's who can make a wellbeing referral. **Students will then be allocated a wellbeing pass based on the wellbeing teams assessment as to whether this is appropriate.**

Wellbeing also **work in conjunction with Disability and Inclusion in regards to requests** for Wellbeing Passes and be directed by their recommendation and requests too.

Wellbeing passes are reviewed each term, if it is indicated the student will be provided a new wellbeing pass each term.

 Class Pass On presentation of this card please allow the student to leave class to go to the Wellbeing centre Wellbeing Team Permission to leave class on request CONFIDENTIAL This card can be reviewed at any time. If this card is being misused it will be re assessed	No:
--	--

Wellbeing passes look like this and when a student is issued one they must sign an agreement to use it as intended and when needed present this to the teacher to access their supports.

Term 1 is a **Yellow** Pass
Term 2 is an **Orange** Pass
Term 3 is a **Purple** Pass
Term 4 is a **Green** Pass

Inappropriate use of the Wellbeing Pass, such as using it to avoid classes, or leaving class with the pass but not attending Wellbeing may result in the Wellbeing Pass being cancelled.

MEDICAL PASS (**RED PASS**)

Issued on grounds of medical condition requiring a class exit at times.
Must be diagnosed and recommended by GP in written correspondence.



STUDENT WELLBEING PLANS

STUDENT REGULATION PLANS

Student Regulation Plans are created between wellbeing and students with frequent presentations that do not meet the criteria of a wellbeing pass.

These plans are created with the student to manage their presentations to wellbeing and reduce their attendance and time out of class by providing them with a specific agreement for short-term regulation.

This is also to reduce students frequently presenting to wellbeing without genuine reason and reduce misuse of wellbeing resources.

These plans are then uploaded and pinned to the students COMPASS and are reviewed frequently.

If wellbeing notice misuse or attendance concerns, relevant SSL or PCO will be notified and brought in to support student management.

STUDENT PLAN/AGREEMENT

This plan is an agreement between Wellbeing and the student to outline what works for the presenting student and what wellbeing will do with the student to provide support.

*Suggestions on this plan can be adjusted based on student needs/presentation

Student Presentation : What/How have they presented? What's their presenting issue?

- Feeling too overwhelmed to be in class
- Feeling too stressed or unsettled
- Find class environment too overwhelming (Eg: Students in class or noise level)
- Find class itself too stressful (Eg: Content, amount of work or homework, test/exam)

Effective strategies: What strategies/tools work for them? What do they find helpful?

Class regulation strategies:

- Grounding Senses (5-4-3-2-1)
- Deep Breathing (4-7-8 / Box Breath)
- Mindful Counting
- Fidget Toys

Wellbeing regulation strategies:

- Colouring/Drawing/Art activity
- Listen to music
- Weighted blanket
- Ice sticks

Plan for return to class: Game plan when needing support/presenting to wellbeing

Have tried 3 regulation strategies in class and still feeling stressed/unsettled
Attend wellbeing for 5-10 minutes of regulation
After this time must return to class
If still feeling like they can not attend class :
See coordinators (Where applicable if available*)
(*If not available pass on to coordinators for follow up and try class again)

Recommendations : Further referral and support to be organised

Plan created:

Student Signature: _____

Wellbeing Signature: _____

STUDENT SAFETY PLANS

Student Safety Plans are **created by Wellbeing in conjunction with presenting student** if concern for student safety is raised in any way.

***Wellbeing follow the DET approved safety plans**

Relevant staff will be notified with consent from presenting student as to the created plan and supports in place for student. In some cases with consent created safety plan will be uploaded to students COMPASS for staff to refer to.

Safety Plan

This plan can help me to stay healthy, connected and safe.

Name: _____

Date: _____

Review date: _____

School support people: _____

1. My warning signs

2. Activities that help me feel safe and calm

3. People and places that can distract me

4. How I can make my space safer

5. Family and friends I can talk to for support

6. Safe people and places at school

7. Professionals I can contact for help

8. Agencies I can contact for help

eheadspace
1800 650 890 eheadspace.org.au
Kids Helpline
1800 55 1800 kidshelpline.com.au
Lifeline
13 11 14 lifeline.org.au
Emergency 000
Local crisis services

9. People I will let know about my safety needs/plan

10. The things that keep me going

11. Next steps for more support

DOCTORS IN SECONDARY SCHOOLS (DISS)

Doctors in Secondary Schools (DiSS) is an initiative the Victorian Government has introduced to selected secondary schools to assist students with:

- Making healthcare more accessible to students
- Provide assistance to young people to identify and address any health concerns
- Reduce pressure on working parents

DiSS are currently available via telehealth each **Wednesday 9am–3pm.**

Students can also attend wellbeing for support when booking an appointment.

DISS PROVIDER

Telehealth appointments currently available

For appointment enquiries contact Atticus Health on **1300 268 431**
or email **diss@atticushealth.com.au**

Appointments can also be scheduled through contacting the wellbeing team

CONFIDENTIALITY AND INFORMED CONSENT

The DiSS program is governed by the same laws on consent and confidentiality for medical treatment by a GP as are applied in the general community. As in standard practice in Medical Centres, the GP will assess if a young person is a mature minor with respect to the issue for which they are seeking medical treatment.

Students who are not mature minors cannot give consent to their own medical treatment. Students who are mature minors can consent to their own medical treatment. The assessment as to whether a young person is a mature minor may vary for different issues.

For the purposes of the Doctors in Secondary Schools program, mature minors are students who are under the age of 18 years and have sufficient maturity and cognitive and emotional capacity to understand the nature and consequences of seeking and obtaining health care. This will be reviewed by the GP upon consultation and individually assessed. Students over 18 are automatically considered to be mature minor.

If the GP decides the student is not a mature minor and the student wants to pursue treatment, their parents or carers will be informed so that their consent is sought prior to commencing any treatment.



Your school is a Big Life School. Big Life Schools prioritise student health and wellbeing. The Big Life team work in collaboration with the Wellbeing Team and are a whole of school proactive tier 1 approach, aimed at supporting **student's capacity to be resilient**, navigate life's ups and downs, and bounce back from challenge.

We are able to support staff with anything to do with the **5 big life questions**:

How do I love and be loved? How do I relate to others who are different from me? How do I get along with my family (even if I don't have one or don't like mine) What do I do when bad things happen? What is the meaning of life?

The Big Life team works with year 7 through to year 12 cohorts, including: in the classroom, delivery of awareness days and student led projects, delivery of professional development, provision of personal development and SEL resources, development of extended pastoral care resources and any other needs identified by the school, aligned with resilience building. This work aligns with the schools AIP focus, personal and social capabilities, and the school's mandatory child safety requirements by way of supporting the delivery of resilience rights and respectful relationships.

Meet your Big Life Brauer College Team



BRI HOLDER
BIG LIFE PROGRAM EDUCATOR

Coordinator of Learning for Living Program
Peer Support Program
Contact for Extended Pastoral Care – Big Life Boost
Leads Brain and Neuroplasticity sessions at Year 7
Health Awareness Days & initiatives
Wellbeing Days
Development SEL resources for classrooms & events.
Staff Professional Development
Promotion & engagement of Student voice



KRISTEN SHEEHAN
BIG LIFE PROGRAM EDUCATOR

Learning for Living Program
Peer Support Program
Brain and Neuroplasticity sessions at Year 7
Health Awareness Days & initiatives
Wellbeing Days



The program matches carefully selected and trained community volunteers with **at risk junior school students** studying at Warrnambool College, Brauer College, Emmanuel College and Merri River School.

The volunteers have a one-on-one hour-long session every week, which can involve talking, playing cards, cooking, undertaking activities – or whatever the mentee chooses – as well as regular group sessions that focus on issues pertinent to the students involved.

HOW DOES THE PROGRAM WORK?

Students enter the program and sessions are conducted informally at the student's school and operate at the same time every week. While mentors are only expected to participate for the one hour session per week, we find many develop ongoing supportive relationships that extend beyond the school gate and provide the mentees with a supportive adult relationship. These relationships have the potential to change lives and have provided dozens of young people with a new, positive path they may otherwise not have found.

Our Vision

To provide an opportunity for every young person to feel a sense of belonging

Our Mission

To train and support community members as they mentor young people
To partner with schools and the community in providing resource
To ensure the safety of children in accordance with the Victorian Child Safe Standards

Our Values

Integrity – Trust – Respect – Shared Responsibility

The Standing Tall model of school-based mentoring is based on:

The belief that the benefits of mentoring come from the development of a trusting relationship and all practices of the program are designed to allow this to take place.

The aim to deliver a program where all participants are valued.

HOW STUDENTS CAN BE REFERRED:

Students are referred to Standing Tall from Year Level Coordinators and the Wellbeing Team.

Cameron Happ is then in charge of compiling a list of these students to approach and see if they're interested. They tend to look for a spread across the students focusing on –

What their home life looks like, do they have any adult mentors in their life.

Students with ASD/Anxiety that struggle in the school environment and can become disengaged.

As well as students that are behaving badly in school for one reason or another.

If there is a student you think would benefit from mentoring in the program please don't hesitate to get in touch with Coordinators, speak with Cameron or create a referral to wellbeing where we can then check in with the student and refer them on to the program.

Standing Tall Brauer College Team



Cameron Happ

EDUCATION SUPPORT – Brauer's Standing Tall Coordinator

Refers students to the program

Communicates with parents/carers regarding students participation in the program

Matches/pairs students with Standing Tall mentors

Communicates with mentors on student wellbeing & engagement

Ensures students attend and behave in sessions

Organises activities and clean up of sessions

FRUIT SALAD

Fruit Salad is Brauer College's student pride and ally group, running every Tuesday lunchtime in F3. It's a welcoming, student-led and staff-supported space for students and allies to connect, learn, and celebrate identity in a safe and inclusive environment. Whether you're keen to lead, listen, create, or collaborate—Fruit Salad is open to all students and staff who want to support and uplift the LGBTQIA+ community at Brauer.

What We Do

Each term, students suggest topics or activities they're passionate about. Together, we explore ideas, run workshops, and build community. Some of our regular and rotating activities include:

- LGBTQIA+ history and awareness
- Guest speakers from the local community
- Healthy relationships and boundaries
- Arts, crafts, and creative expression
- Problem-solving and peer support
- Student voice development (e.g. speeches, presentations, advocacy)
- Board games and chill sessions
- Collaborations with other school pride groups
- Celebrating Together

Fruit Salad plays a key role in recognising important days for the LGBTQIA+ community, including:

- IDAHOBIT Day (International Day Against Homophobia, Biphobia, Intersexism and Transphobia)
- Wear It Purple Day (celebrating LGBTQIA+ youth)

Past celebrations have included cupcake decorating, chalk art, guest speakers, crazy sock fundraisers, and student-led assemblies. We also co-design initiatives that amplify student voice and create meaningful change across the school.

Our Commitment

Brauer College proudly follows the **DET LGBTQIA+ Student Support Policy**, ensuring that all students feel safe, respected, and supported in their identity.



Design By Zahlee Liddle.



Supports for LGBTQIA+ Community:

- <https://qlife.org.au/>
- <https://www.minus18.org.au/>
- <https://brophy.org.au/our-programs/for-young-people/lgbtiqa-programs/>

ATTENDANCE SUPPORTS

SUPPORTING STUDENTS WITH BARRIERS TO ATTENDANCE

ATTENDANCE REQUIREMENTS

Students are expected to attend Brauer College during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- The student has a dual enrolment with another school and has only a partial enrolment in Example School, or
- The student is registered for home schooling and has only a partial enrolment in Brauer College for particular activities.

For more in depth information on attendance please see the link [here](#)

Wellbeing recognises there are varied reasons for not attending schools and work alongside students and families to support them in maintaining attendance and developing a sense of belonging within the Brauer community.

NAVIGATOR PROGRAM

The navigator program supports disengaged young people to return to education and learning. Navigator works with young people, their families and support networks to address issues underlying disengagement and help them re-engage with their education.

For further information on how the Navigator program works please see the link [here](#)

Navigator is available to young people who:

- aged between 12 & 17 years of age
- have attended less than 30% of the previous school term
- either live in or have most recently been enrolled in an education setting.

Teachers can suggest a navigator referral through the wellbeing referral process.

- Compass wellbeing referral stating your concerns for the students attendance or engagement
- Wellbeing will collaborate with Brauer attendance team, to ensure students meet the Navigator criteria and formalise a referral.
- Wellbeing will work with the student , staff & the family, if students do not meet criteria to support them in re-engaging in education in a meaningful way.

CONFIDENTIALITY

CREATING A SAFE SPACE FOR YOUNG PEOPLE

WHAT IS CONFIDENTIALITY?

Confidentiality is a general standard of professional conduct that obliges a professional not to discuss information about a client without their consent, unless there is acute concerns for the safety and wellbeing of themselves or someone else, or it is legally mandated.

Counselling staff aim to provide a service which is confidential. The College's wellbeing team and counsellors aim to create a safe space in the school for students by ensuring that their information is kept confidential.

As the wellbeing team believe in a holistic approach to supporting a young person, the wellbeing team/counsellors actively encourage a student to provide permission to pass on relevant details to the parents/caregiver and staff members. The Wellbeing team also adhere to The Child Information Sharing Scheme (CISS) which allows authorised organisations (ISEs) to share information to support child wellbeing or safety. Within the limits of confidentiality there is provision for the wellbeing team/counsellors to consult about individual cases within the wellbeing team and external clinical providers where deemed appropriate.

If a student does not provide consent for information to be shared to staff and the information is deemed inappropriate to share under the limits of confidentiality, the 'needs to know' framework, and/or CISS, then information will be kept confidential.

INFORMATION SHARING WITH STAFF

When sharing information with staff, the wellbeing team adhere to the Department of Education's 'Need to Know Framework'. Further information can be found [here](#)

INFORMATION SHARING WITH EXTERNAL ORGANISATIONS

The Wellbeing team also adhere to The Child Information Sharing Scheme (CISS) which allows authorised organisations (ISEs) to share information to support child wellbeing or safety. Within the limits of confidentiality there is provision for the wellbeing team/counsellors to consult about individual cases within the wellbeing team and external clinical providers where deemed appropriate.

LIMITS OF CONFIDENTIALITY

All students are informed of the exceptions to confidentiality and reminded of these at regular intervals throughout appointments. This refers to a situation where a wellbeing/counsellor are legally and ethically required to pass on information.

In general, confidentiality may be breached when there is:

- A significant risk to the student or others. These might include the disclosure of: Physical sexual abuse or neglect – ie. mandatory, significant self-injury and/or suicide ideation, substance use on school premises, significant harassment of bullying Involvement or intended involvement in criminal activity, disclosure of significant health issues
- Any risk concern that may put an individual of significant harm.
- Legally mandated

In the case of significant disclosure of risk to harm to the student or others, a mandatory report to Child Protection (Department of Families, Fairness and Housing) must be completed. The Principal must be notified and an IRIS/Edusafe report must be completed.

INFORMED CONSENT

CREATING A SAFE SPACE FOR YOUNG PEOPLE

Brauer College offers wellbeing supports to all students as needed for their individual needs. Before engaging with any wellbeing team member students are informed on confidentiality and limits to confidentiality, as well as clearly being informed of the support that is available to them.

To link in with the MHP or any external referral. The wellbeing team will contact the parent/guardian (unless deemed mature minor through the Principal) to obtain consent prior to engagement.

Psychologists and Counsellors are required to fully inform the student regarding the assessment or counselling service they intend to provide. This is done by providing, in plain language, an explanation of the nature and purpose of the interventions they intend using, clarifying the reasonably foreseeable risks, explaining how information will be collected and recorded, advising clients that they may participate, decline to participate or withdraw from the service, explain confidentiality and its limits, and any other relevant information. An informed consent form is available and can be signed by the student where applicable.

Before undertaking a counselling relationship, the counsellor should seek consent from the young person, and with the consent of the young person, and where appropriate, their parent or caregiver.

The wellbeing team will always endeavour to work collaboratively with parents/caregivers and students. It should be noted that the Privacy Act (1988) and the Health Records Act (2001) acknowledge a young person's right to the privacy of their own health information and to make decisions regarding their privacy where they are competent to do so.

Parents and caregivers do not have automatic access to health information relating to a child in their care. Within the limits of safety, therefore, the school wellbeing team has a responsibility to determine, on an individual basis, the capacity of an adolescent to consent or withhold consent for a health service, and their capacity to make informed decisions about who should have access to this information, including the student's parent's and caregivers.

Factors influencing a young person's capacity to consent include:

- The young person's age and level of maturity
- Their understanding of the relevant circumstances including potential risks and benefits

When the Wellbeing team and counsellors are in doubt of a young person's capacity to consent, they should always consult with the PCO team and document any decision that is made. As always, the best interest of the child is paramount.

COMPASS



REFERRALS TO WELLBEING

Referrals to wellbeing can be completed through compass, by selecting *student > creating chronicle entry > select template > 'student support referral' under wellbeing heading.*

Please fill out all information known about the student, including previous/current strategies that may have been implemented with the student. Depending on the referral purpose this may include classroom strategies, support plans or known previous supports. If there are no known current/previous strategies or it is inappropriate due to the referral reason i.e factors not related to classroom learning such as grief and loss, then please write 'none' in the information box.

Template: * Student Support Referral Ratings: * Amber

The Student Support Referral template is used to refer a student to DI, Wellbeing or the Student Connection Officer for support.

Staff Visibility: Level 3: Admin

Parent/Student Visibility: Hidden

Parents Can Acknowledge Entry: ☐

Date Occurred: 11/08/2025 9:00 AM

Include in Pulse: ☒

Include entry in Feed: ☐ Allow Feed Reacts: ☐

Referrer: * Staff member making the Referral

Who would you like to refer the student to? * ☐ D & I ☐ Student Connection Officer ☐ Wellbeing

Referral Information: * Referral Information - Past history, what has led to the student being referred and what supports is the student seeking.

Previous/current strategies: * Please note any previous/current strategies

Referral-Student * Has the referral been discussed with the student? ☐ Yes ☐ No

Referral-Parent * Are the students parents/carers aware of the referral? ☐ Yes ☐ No

YLM-SSL Aware: * Is the YLM/SSL aware of this referral? (yes/no)

CASE NOTING WELLBEING INFORMATION ON COMPASS

It is integral that all staff members document wellbeing information on compass in a consistent and **confidential** manner. Documentation is a legal requirement and ensures that the schools can provide an appropriate and effective service by understanding the goal of support, as well as relevant history.

When recording documentation, please consider what level they should be placed at; (Level 1 – all staff, Level 2 – YLM, Level 3 – SSL, PCO & Wellbeing). In Victorian government schools, the management of personal information and health information (including psychological health) is governed by [Privacy and Data Protection Act 2014](#) (Vic) and [Health Records Act 2001](#) (Vic) (collectively, Victorian privacy law). In addition, the Department and Victorian government schools must comply with the [Victorian Data Sharing Act 2017](#).

Parents have the right to request access to their child's records through the Freedom of Information Act (2000) so they should always be written as accurately and clearly as possible.

RECORDS MANAGEMENT

The wellbeing team adhere to the Department of Education's Records Management – School Records policy.

WHAT TO PUT IN A WELLBEING CASE NOTE

Wellbeing case notes generally contain:

- The personal details of the student
- Type of contact (*such as face to face or phone call*)
- Summary of presentation
- Action plans (*detailed who is responsible for which action*)
- Arrangements for the next meeting if required
- Any relevant risk concerns
- Any contact with supports/processes followed

When writing documentation please ensure that:

- Always use language that is **non-judgemental**
- Avoid making assumptions about the student, **only provide fact-based information**.
- Always indicate clearly when a comment is an observation *i.e Student A appeared to be upset..*
- Make it clear when you are recording the student's own words, by using quotation marks or by writing *'the student stated that...'*

MANDATORY REPORTING

RESPONDING TO INCIDENTS, DISCLOSURES AND SUSPICIONS OF CHILD ABUSE

When responding to incidents, disclosures and suspicions of child abuse, staff members of Brauer College must adhere to the DET PROTECT Policy. As a school staff member, you must take action if you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused. You must also act if you form a suspicion/reasonable belief that a child has or is at risk of being abused.

**A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.*

For further information on responding to critical action please click [here](#)

If concern for the safety and/or welfare of a child arises contact can be made to Child Protection at – **1300 360 462 – Between 9am – 5pm.**

In cases outside of operating hours reports can be made at – **13 12 78**

When responding to any risk concerns, **please inform the appropriate personnel including the students sub school leader, the wellbeing team and principal class.** If you are unsure or hold concerns as to whether information meets a mandated report threshold, please contact the wellbeing team.

It is your responsibility to ensure that the mandatory report is made on the same day the disclosure is made. Please remember your role is to report what you know, not to seek proof or investigate.

Please document all mandatory reports on compass using level 3 restrictions under 'confidential case note'. Please document all relevant information in line with the process outlined on **page 14**. The following flow chart also outlines the recommended process –

IF SUPPORT IS NEEDED IN COMPLETING A MANDATORY REPORT PLEASE SEE WELLBEING



RESPONDING TO INCIDENTS IN SCHOOL

When responding to wellbeing incidents in school, please consult with the Wellbeing team, alongside the appropriate staff members including SSL & PCO team.

Brauer College adheres to the DET 'a guide for managing incidents in your school' document which can be accessed [here](#).

This also includes reporting incidents to ISOC on **1800 126 126**. Staff need to review the severity matrix (as explained in 'a guide for managing incidents in your school') to identify the expected time frame of response.

STAFF SUPPORT



Staff wellbeing is a priority at Brauer College. Tiered wellbeing supports are available throughout the year which include whole staff wellbeing programs, as well as individualised supports. If you feel that further supports are required, please feel free to contact PCO staff.

CONVERGE

Converge provides confidential short-term counselling and assistance identifying resources and referrals for long-term supports. It can be used to address work or personal matters. It is available to department employees and immediate family members over the age of 18.

Brauer College ensures that staff are offered support proactively, with Converge being available on site from the wellbeing area several times per term, as well as further supports being available post an event that may affect the school community.

Staff are emailed information regarding Converge time and dates on site, and will be sent through links to book appointment. To ensure that staff wellbeing is prioritised, staff are offered class cover to ensure that they are able to attend.

Staff are also able to book a phone or telehealth appointment by contacting converge on **1300 687 327** or booking an appointment by following the link [here](#)

STAFF AWARDS

The staff at Brauer College continuously provide each other and their students with support in so many ways.

To celebrate this, staff are encouraged to nominate each other for the **Brauer College friendly fellowship awards**. Nominations are anonymous, giving the school a chance to acknowledge and thank members in the Brauer College staff for some of the contributions that they make which make our school.

Nominated staff receive a **fellowship award**, sent out by the Brauer Awards (Wellbeing) Team, as well as a sweet treat thanking them for being a vital part of the Brauer College community.

To make a nomination please follow the link [here](#)

The link can also be accessed on on compass > school documentation > staff information and forms > staff fellowship award nomination

RESOURCES AND HELPFUL CONTACTS

FAMILY SERVICES

DEPARTMENT OF HEALTH AND HUMAN SERVICES (CHILD PROTECTION)

Mandatory Reporting Notification Number: 1300 360 462

After Hours Number: 13 12 78

Warrnambool Office: 571-575 Raglan Parade, Warrnambool VIC 3280

ORANGE DOOR

Phone: 1800 271 180 **Email:** southwest@orangedoor.vic.gov.au

Location: 571-575 Raglan Parade, Warrnambool VIC 3280

MENTAL HEALTH SUPPORTS



CHILD AND YOUTH MENTAL HEALTH SERVICE (CYMHS)

Phone: 1800 808 284 **Hours:** 24/7 support available

Location: SWH Mental Health Services and Wellbeing Service, Koroit Street Warrnambool 3280



HEADSPACE

Phone: 1300 276 749 **Email:** hswarrnambool@brophy.org.au

Location: Level 1 – 210 Timor Street, Warrnambool, 3280

E HEADSPACE (National online and telephone support service)

Phone: 1800 650 890 **Hours:** 9am – 1am AEST

Location: Level 1 – 210 Timor Street, Warrnambool, 3280



KIDS HELPLINE

Phone: 1800 55 1800 **Hours:** 24/7 support available

Website: <https://kidshelpline.com.au/>



LIFELINE

Phone: 13 11 14 **Hours:** 24/7 support available

Website: <https://www.lifeline.org.au/>



13YARN – INDIGENOUS & TORRES STRAIT ISLANDER HELPLINE

Phone: 13 92 76

Website: <https://www.13yarn.org.au/>

APPS



CALM

A unique app to help you to practice your daily meditation and mindfulness exercises –



SMILING MIND

A unique app to help you to practice your daily meditation and mindfulness exercises –

Website: <https://www.smilingmind.com.au/smiling-mind-app>



HEADSPACE

A helpful app which provides mindfulness tools for everyday life, including meditations, sleep-casts, mindful movement and focus exercises. –

Website: <https://www.headspace.com/headspace-meditation-app>



NIGGLE

An app which you can track your wellbeing and get personalised information, videos, podcasts, quizzes and tips to help tame their 'niggles' –

Website: <https://www.yourtown.com.au/blog/niggle-kids-helpline>



MY COPING PLAN

A free tool for anyone wanting to improve how they respond to unpleasant emotions –

Website: <https://www.carecollaborateconnect.org/my-coping-plan-app/>



VIRTUAL HOPE BOX

The app contains simple tools to help users with coping, relaxation, distraction and positive thinking –

Website: <https://healthify.nz/apps/v/virtual-hope-box-app/>

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**.

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
 - administering first aid
 - calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
 - identifying a contact person at the school for future liaison with Police.
- Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE

You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must also** report internally to:

GOVERNMENT SCHOOLS

- School principal and/or leadership team
- Employee Conduct Branch
- DET Incident Support and Operations Centre

CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office.

INDEPENDENT SCHOOLS

- School principal and/or school chairperson
- Commission for Children and Young People on **1300 782 978**.

All allegations of 'reportable conduct' **must** be reported as soon as possible to:

GOVERNMENT SCHOOLS

- Employee Conduct Branch

CATHOLIC SCHOOLS

- Diocesan education office

INDEPENDENT SCHOOLS

- Commission for Children and Young People on **1300 782 978**.

WITHIN THE FAMILY OR COMMUNITY

You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE

You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report internally to:

GOVERNMENT SCHOOLS

- School principal and/or leadership team
- DET Incident Support and Operations Centre.

CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office.

INDEPENDENT SCHOOLS

- School principal and/or chairperson.

YOU MUST TAKE ACTION

- You **must** act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief* that a child has, or is at risk of being abused.

* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).
- It is strongly recommended that you use the **Responding to Suspected Child Abuse template** to keep clear and comprehensive notes, even if you make a decision not to report.

3 CONTACTING PARENTS/CARERS

For suspected student sexual assault, please follow the Four Critical Actions: Student Sexual Offending.

Your principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- **not to contact** the parents/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- **to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)
- **how to communicate** with all relevant parties with consideration for their safety.

OTHER CONCERNS

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from:

- Child FIRST/The Orange Door (in circumstances where the family are open to receiving support)
- DHHS Child Protection
- Victoria Police.

CONTACT

DHHS CHILD PROTECTION

AREA

- North Division **1300 664 977**
- South Division **1300 655 795** East Division **1300 360 391** West Division (Rural) **1800 075 599** West Division (Metro) **1300 664 977**

AFTER HOURS

After hours, weekends, public holidays **13 12 78**.

CHILD FIRST

<https://services.dhhs.vic.gov.au/referral-and-support-teams> — **ORANGE DOOR** — <https://www.vic.gov.au/familyviolence/the-orange-door.html>

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a *Student Support Plan* in consultation with wellbeing professionals. This is an essential part of your duty of care requirements. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

INDEPENDENT SCHOOLS VICTORIA

(03) 9825 7200

THE LOOKOUT

The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: <http://www.lookout.org.au>.

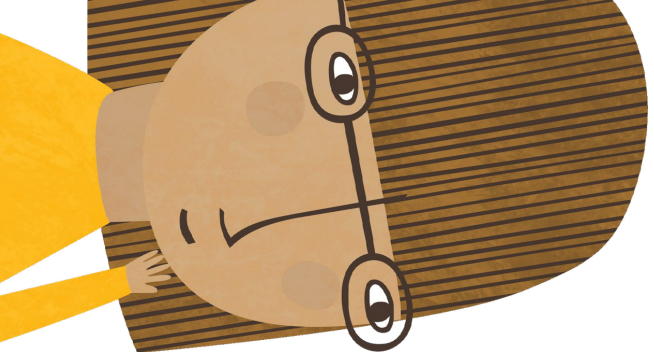
Family violence victims/survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**.

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

Melbourne (03) 9267 0228
Ballarat (03) 5337 7135
Sale (03) 5622 6600
Sandhurst (03) 5443 2377



PROTECT

THE STATE

VICTORIA

Education and Training

CECV

Child Education Commission of Victoria Inc

Responsible Protection

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Student Sexual Offending

PROTECT



Education
and Training



1 IMMEDIATE RESPONSE TO AN INCIDENT

If there is no risk of immediate harm go to **Action 2**.



If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you **must** report incidents, suspicions and disclosures of student sexual offending as soon as possible:

VICTORIA POLICE

All instances on **000**

DHHS CHILD PROTECTION

If you believe that:

- the victim's parent/carers are unable or unwilling to protect the child
- the student who is alleged to have engaged in the student sexual offending is:
 - aged over 10 and under 15 years and may be in need of therapeutic treatment to address these behaviours
 - may be displaying physical and behavioural indicators of being the victim of child abuse*.

You must identify a contact person at the school for future liaison with Victoria Police and/or Child Protection and seek advice about contacting parents/carers (see **Action 3**).

*See the *Four Critical Steps for Schools: Responding Incidents, Disclosures and Suspicions of Child Abuse* for further guidance in these circumstances.

YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must act** by following the 4 critical actions as soon as you witness an incident, receive a disclosure or form a suspicion that a student is a victim of a student sexual offending and/or a student has engaged in sexual offending
- You **must act** even if you are unsure and have not directly observed student sexual offending (e.g. if a victim, or another person tells you about the offence)
- You **must** use the *Responding to Student Sexual Offending template* to keep clear and comprehensive notes.

3 CONTACTING PARENTS/CARERS

Your Principal **must** consult with **Victoria Police** or **DHHS Child Protection** to determine what information can be shared with parents/carers of all impacted students. They may advise:

- **not to contact the parents/carers** (e.g. in circumstances where contacting the parents/carers is likely to adversely affect a **Victoria Police** investigation or where the student is a mature minor and has requested that their parent/carer not be notified)
- **to contact the parents/carers** and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for students who are victim to a student sexual offence AND students who have engaged in a sexual offence. This is an essential part of your duty of care requirements.

This support should include the development of a **Student Support Plan** in consultation with wellbeing professionals, outlining support strategies. Strategies may include the development of a safety plan, direct support and referral to wellbeing professionals.

CONTACT

DHHS CHILD PROTECTION AREA

North Division **1300 664 977**
South Division **1300 655 795**
East Division **1300 360 391**
West Division (Rural) **1800 075 599**
West Division (Metro) **1300 664 977**

AFTER HOURS
After hours, weekends, public holidays **13 12 78**

CHILD FIRST

www.dhs.vic.gov.au

VICTORIA POLICE

000 or contact your local police station
DET SECURITY SERVICES UNIT
(03) 9589 6266

STUDENT INCIDENT AND RECOVERY UNIT
(03) 9651 3622

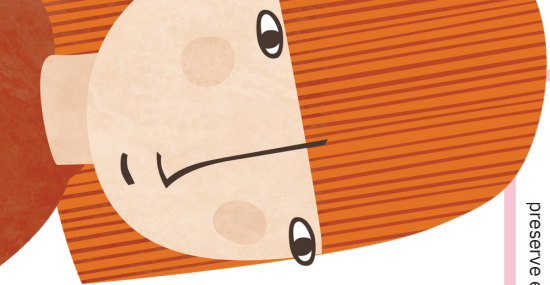
EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

Melbourne (03) 9267 0228
Ballarat (03) 5337 7135
Sale (03) 5622 6600
Sandhurst (03) 5443 2377
INDEPENDENT SCHOOLS VICTORIA

(03) 9825 7200



QUESTIONS? CONTACT US

Wellbeing Office – F-Wing
5560 3844 | wellbeing@brauer.vic.edu.au