



Student Mental Health and Wellbeing Policy and Procedures

1. Purpose

Swan View Senior High School is dedicated to creating a safe, inclusive, and supportive environment where the mental health and wellbeing of all students is prioritised. We understand that mental wellbeing underpins learning, social and emotional development, student engagement, and community connection.

Our approach aligns with the Western Australian Department of Education's Wellbeing Framework, the Be You Framework, the Mental Health Commission's Promotion, Prevention and Early Intervention (PPEI) Model, and the National Child Safe Principles. We acknowledge that mental health and wellbeing require a whole-school approach involving prevention, early intervention, targeted support, and collaborative partnerships.

2. Policy

- The Principal is responsible for establishing policies and procedures to create a safe, inclusive, and supportive environment for all students.
- The Student Mental Health and Wellbeing Policy is collaboratively developed by the School Executive Team and the Senior Leadership Team in alignment with the Department of Education's policies and guidelines.
- All staff members are required to adhere to the Student Mental Health and Wellbeing Policy and Procedures.

3. Guiding Principles

- Mental health and wellbeing are fundamental human rights.
- Positive relationships, belonging and connectedness support wellbeing.
- Early identification and timely support improve outcomes.
- Families and community partnerships are essential.
- Student wellbeing influences school climate and student success.
- Aboriginal perspectives on wellbeing are respected and incorporated.
- Everyone has the right to feel safe and share their concerns in a trusted environment.
- Wellbeing is a shared responsibility, embedded across leadership, operations and culture.

4. Responsibilities for Student Mental Health and Wellness

4.1 School Executive Team

- Promote a whole-school approach to mental health and wellbeing.
- Ensure implementation of the policy across the school.
- Provide resources for staff training, curriculum initiatives and intervention support.
- Monitor school-wide data on wellbeing and act.
- Ensure all critical incidents are responded to in accordance with the Department of Education policy.

4.2 Wellbeing Coordinator and Student Services Team

- Oversee wellbeing initiatives across all year levels.
- Coordinate the Student Services Referral process.
- Monitor attendance, engagement and behaviour data for early warning signs.
- Facilitate case management and referrals to internal and external support.
- Liaise with the Follow the Dream Program, Swan View Clontarf Academy and the Swan View Stars Foundation.

4.3 Support Staff

- Student Services Team
 - Manage student cases.
 - Connect with internal and external supports.
 - Monitor wellbeing trends.
- Education Assistants
 - Support student regulation and engagement.
 - Assist with wellbeing and behaviour plans.
- School Chaplain
 - Provide emotional and spiritual support to students.
 - Assist with wellbeing programs.
 - Promote positive relationships.
- School Psychologist
 - Deliver assessments.
 - Crisis support.
 - Guidance on mental health strategies.

4.4 Aboriginal Education Team

- Provide culturally safe support for Aboriginal students.
- Support cultural responsiveness.

4.5 Students

- Engage in wellbeing activities programs.
- Seek help when experiencing distress.
- Support peers through respectful and inclusive behaviour.
- Participate in school voice forums on wellbeing.
- Treat others with kindness.
- Report unsafe or disrespectful behaviour.
- Respect diversity, including cultural, gender and disability differences.
- Use support services and spaces appropriately.
- Practise self-care and help-seeking behaviours.

4.6 Parents and Carers

- Share relevant information to support their child's wellbeing.
- Engage with school support services when invited.
- Attend family information nights and wellbeing forums.
- Support strategies developed in collaboration with school teams.

5.0 Procedures

5.1 Promotion and Prevention

- Embed wellbeing into the school's Business Plan and operational planning.
- Use evidence-based programs (e.g. Zones of Regulation, Aussie Optimism, Respectful Relationships).
- Celebrate mental health awareness days (e.g. RU OK Day, Harmony Week, Mental Health Week).
- Promote inclusive student leadership through peer mentoring and wellbeing ambassadors.
- Create culturally safe environments that reflect the voices of Aboriginal students and families.

5.2 Identification and Early Response

- Teachers record concerns.
- Attendance team reviews trends in lateness, absence and disengagement.
- Program Coordinators and Student Support Officers conduct regular wellbeing check-ins.
- Whole-school wellbeing surveys administered annually.
- Student Services Team conducts initial screenings and case conferences as required.

5.3 Targeted and Intensive Support

- Develop Individual Education and Wellbeing Plans (IEWPs) for at-risk students.

- Refer to School Psychologist, Aboriginal Education Team, School Chaplain or external agency.
- Collaborate with agencies like CAMHS, Wungening, Headspace, Mission Australia, and Ngala.
- Establish family meetings to develop support plans.
- Monitor and review progress through Student Services meetings.

5.4 Critical Incidents and Risk Management

- Follow Critical Incident Management Plan and Emergency Response Protocols.
- Contact parents/caregivers and appropriate services if a student is in crisis.
- Complete Risk Management Plans for students with known self-harm or suicide risk.
- Conduct postvention supports following any traumatic events (e.g. grief and loss).
- Refer to Staff Response to Disclosures of Self-Harm and Suicidal Ideation (S:\AdminShared\Administration Staff\100 Administration\109 Policy\School Based Policies)

6.0 Safe Places

- Provide a welcoming classroom for all students.

7.0 Professional Learning

- Deliver annual professional development on:
 - Managing trauma-related behaviours
 - Self-care and psychological resilience
 - Vicarious trauma and boundary-setting

8.0 Contacts – Student Support

- Student Services
- School Chaplain
- Community Nurse
- Kids Helpline 1800 55 1800 (24/7)
- Lifeline 13 11 14 (24/7)
- CAMHS Crisis Connect 1800 048 636
- Headspace 1800 650 890
- 13 YARN 13 92 76
- Local GP or mental health provider

9. Document Control

<p>Reference Number: Owner:</p> <p>Created: Modified: Approved: Next Review:</p> <p>Links to Regulatory Framework:</p>	<p>Principal</p> <p>25 May 2025</p> <p>30 June 2025 30 June 2028</p> <p>Legislation/Authority</p> <ul style="list-style-type: none"> • Equal Opportunity Act 1984 (WA) • Occupational Safety and Health Act 1984 (WA) • Public Sector Management Act 1994 (WA) • School Education Act 1999 (WA) • School Education Regulations 2000 (WA) <p>Department Policies</p> <ul style="list-style-type: none"> • Student Wellbeing <p>Other Policy Alignment</p> <ul style="list-style-type: none"> • Aboriginal Cultural Standards Framework • Australian Student Wellbeing Framework • Be You Framework (Beyond Blue) • Trauma Informed Practice Guidelines (DoE WA) • WA Child Safe Framework and National Principles for Child Safe Organisations • WA Mental Health Promotion, Prevention and Early Intervention Policy 	<p>Implementation and Review:</p> <p>The Principal is responsible to the School Executive for the continuous monitoring and review of the <i>Student Mental Health and Wellbeing Policy and Procedures</i>.</p>
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