

Be You Handbook for Leaders:

*Primary and
secondary schools*



With delivery partners



Funded by



Australian Government
Department of Health
and Aged Care

Welcome

As an leader, you're all about supporting children and young people to flourish. **So are we.**

Working closely with children, young people and educators, you're in a great position to promote wellbeing.

This handbook provides an overview of how leaders can get the most out of Be You to:

- create a learning community where all children, young people and educators thrive
- support your own mental health and wellbeing
- establish an Action Team to share Be You implementation responsibilities
- help you address national education priorities.

This handbook is also a great tool for gaining the support of others in the community, and a valuable resource to refer to as you implement Be You at your school.

It's designed for school leaders, such as – but not limited to – principals, senior leadership and wellbeing co-ordinators. We also have a [Be You Handbook for Educators](#) you can share with your team members.

Self-care

On the Be You website, you may come across content that you find distressing. We will do our best to flag this content and provide resources where you can find support.

If you experience any uncomfortable feelings or find yourself needing support, please take action. You can speak to a trusted friend or family member or call one of the following numbers: Beyond Blue on 1300 22 46 36, Lifeline on 13 11 14, 13YARN on 13 92 76 or SANE Australia on 1800 18 72 63.



Be You acknowledges the Traditional Custodians of all the Lands on which we work and learn. We recognise their deep and ongoing connection to Country and the continuation of cultural, spiritual and educational practices.

We pay our respect to Elders, past and present, and extend this respect to all Aboriginal and Torres Strait Islander Peoples.

To learn more about the Country you're on, visit the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) [Map of Indigenous Australia](#)

Contents

<u>What is Be You?</u>	4
<u>Why should I get involved?</u>	5
<u>What resources are available?</u>	8
<u>How can Be You support my staff's wellbeing – and mine?</u>	9
<u>The Be You framework</u>	11
<u>Be You Professional Learning</u>	12
<u>How can my school get involved in Be You?</u>	14
<u>How do we implement Be You at our school?</u>	15
<u>Where do we begin?</u>	17

What is Be You?

Be You is a national initiative for educators aimed at promoting and protecting positive mental health in children and young people.

Educators aren't expected to be mental health professionals. But you are in a position to potentially notice the signs of emerging mental health issues, have conversations with students and families, and provide appropriate support.

As a leader, you also play an important role in creating a positive, inclusive and responsive school – and Be You is here to help.

Be You provides online learning modules, tools and resources to enhance leaders' and educators' mental health knowledge and skills.

Schools that register with Be You (see [page 14](#)) also have free access to tailored advice from a Be You Consultant and tools for a holistic approach to mental health and wellbeing, that considers your school's unique needs.

Be You is completely free and available to every educator, early learning service and school in Australia.

Learn more [about Be You](#).

Why do we need Be You?

Educators are increasingly reporting that more students are facing mental health and wellbeing issues. These challenges can have lasting impacts.

Early intervention may improve a student's mental health and lifetime outcomes. Furthermore, positive mental health and wellbeing can support effective learning and provide students with solid foundations for managing challenges.

The Be You whole learning community approach gives schools the framework, tools and ongoing support to create a proactive and responsive learning environment where everyone can thrive.

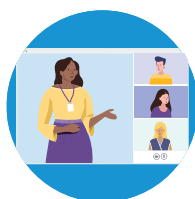
"Be You isn't a linear program that you tick and flick through. It's a platter of resources that you are able to access when you need them. The modules are structured in such a way that you can revisit, or research, or find the evidence behind some of the research when it's meaningful for you."

– Discovery Early Learning Service

Be You offers



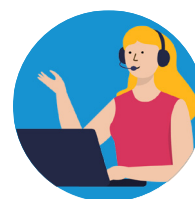
Support from
Be You Consultants



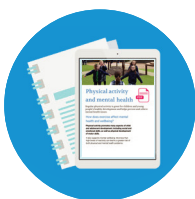
Events



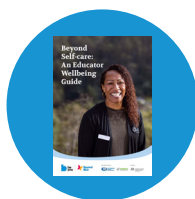
Professional
Learning modules



Support with
suicide prevention
planning and response



Fact Sheets



Educator wellbeing
resources



Inclusive practice
resources



Practical planning and
implementation tools

Why should I get involved?

There are many great reasons to register with Be You.

These benefits extend to everyone in your school: children and young people, staff and families.

The benefits of a whole learning community approach

For you



- [Practical tools and resources that can promote and support your wellbeing as a leader.](#)
- [Tools and resources](#) to create and sustain inclusive learning environments where students can flourish and thrive. These can be adapted to suit your learning community's needs.
- [Practical actions to enhance workplace culture.](#) This can lead to greater job satisfaction and better staff retention.
- Resources and supports to help prepare for and respond to critical incidents, such as [natural disasters](#) and [suicide](#).
- Flexible [professional development](#) that can support you and your team members to address [national education priorities](#).
- Support to establish [Action Teams](#), so your staff have the capacity, confidence and skills to apply a whole-school approach.
- Real-world examples of [Be You success stories](#).
- Access to [Be You Consultants](#), who can offer expert advice, tailored critical incident support and guidance in implementing a whole-school approach to wellbeing.

For your staff members



- Free online [Professional Learning](#) for a deeper understanding of common mental health issues and the impacts they can have on behaviour.
- Confidence to engage with students and families about mental health and wellbeing topics.
- [Wellbeing tools and resources empowering educators to support their own mental health.](#)
- [Resources for pre-service educators](#) to aid career development while studying or on placement.
- Practical resources to support them in [observing and documenting behaviours](#) that may cause concern.
- An environment where all staff members feel empowered and supported to work towards better mental health.
- Examples of [practical strategies](#) to support children and young people at different developmental stages and create smoother transitions between stages of learning and life.

The benefits of a whole learning community approach

For the students at your school



- Enhanced social and emotional wellbeing.
- Improved engagement.
- A positive and supportive learning environment.
- Improved support and earlier intervention if mental health issues emerge.
- Increased resilience and capacity to manage emotions and challenges as they arise.
- An environment where children and young people feel safe and supported to speak up if something is bothering them.

For your school community



- A flexible approach to promoting mental health and wellbeing that supports and complements existing continuous improvement cycles and addresses important education priorities, standards and requirements.
- Fostering a positive, supportive and inclusive environment that celebrates diversity.
- Stronger, more collaborative relationships with families and the broader community.
- Strengthened links and networks with mental health service providers.
- Support and guidance for responding to critical incidents, with continued support through recovery.



How does Be You align with education sector priorities?

Be You can help your school meet national, state and territory requirements, priorities and standards.

Our whole-school approach to mental health and wellbeing is designed to complement existing continuous improvement plans and cycles. It also supports educators to meet their professional requirements.

Implementing a whole learning community approach to Be You can help address national standards and frameworks such as:

- Australian Curriculum
- Australian Professional Standards for Teachers
- Australian Professional Standard for Principals
- Australian Student Wellbeing Framework

Be You also aligns with standards relating to early childhood education and school age care:

- Early Years Learning Framework
- National Quality Standard
- My Time, Our Place

For more information about how Be You addresses each of the above education priorities, visit [National priorities](#).



What resources are available?

Resources to support a whole learning community approach to wellbeing.

Be You Consultants

You aren't alone.

By working closely with your Action Team, [Be You Consultants](#) tailor their support to meet the specific needs of your learning community. These experts provide valuable advice and guidance about using Be You resources and taking action in your school.

Be You Consultants can also support school leaders through critical incident response and recovery. For example, see page 9 for information about suicide prevention and response.

Be You Dashboard

Helpful information, at a glance.

Leaders and Action Team Leaders at registered Be You Learning Communities have a personalised [Dashboard](#) with access to Be You implementation tools.

Be You Events

Learn from experts and connect with leaders.

Hear from Be You Consultants, subject matter experts and educators across Australia at [our events](#).

Observation and help-seeking tools

Practical tools for educators.

The [BETLS Observation Tool](#) and [Mental Health Continuum](#), can guide you in recording observations and recognising patterns of behaviour. Our [Mental health services and supports page](#) and printable posters can encourage conversations around help-seeking.

Fact Sheets

Learn more about mental health and wellbeing.

Be You Fact Sheets provide information about a range of mental health and wellbeing topics.

First Nations perspectives

Embed culturally responsive practices in your learning community.

The [cultural responsiveness resources](#) have been co-designed with Aboriginal and Torres Strait Islander educators and organisations to promote respectful, meaningful engagement and celebrate First Nations cultures.

Natural disasters

Support recovery after traumatic events

Be You [resources](#) that can support you to look after your own wellbeing, build resilience, plan for natural disasters and support recovery for students and staff. Schools can also access free support from Be You Consultants.

Disability inclusion

Promote belonging and celebrate everyone's strengths.

Be You [disability inclusion](#) resources range from handy tip sheets about preferred language and busting myths to an in-depth guide about embedding inclusive practices in your learning community.

Leaders and leadership teams play an important role in creating inclusive environments. Read practical advice about what you can do in [Leading an inclusive learning community](#).

Suicide prevention and response

We're here to help if your school is affected by suicide.

Be You [Suicide prevention and response resources](#) provide clear, practical and reliable guidance to support school leaders and wellbeing teams in responding to:

- young people at risk of suicide or who may have attempted suicide
- a death by suicide and the subsequent impact on the school community.

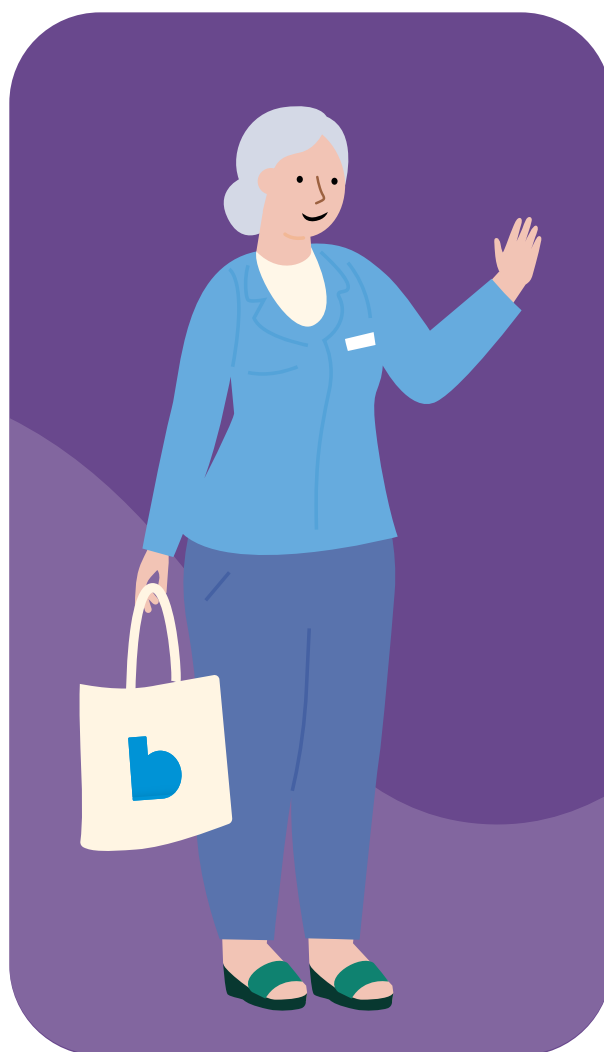
Your Be You Consultant can support your school through different phases:

- **prevention:** [warning signs, risk assessments and creating Safety Plans](#).
- **preparedness:** Be You provides free suicide [postvention planning](#) workshops.
- **response:** the [immediate and short-term needs](#) of the school community in the initial stages of the recovery process
- **recovery:** the [longer-term recovery](#) needs of a school community. This includes support around the death anniversary and other significant events.

If your school has accessed support from headspace School Support in the past, you can expect the same level of support and guidance from your Be You Consultant.

"I think our educators feel more empowered because they have these resources. I've seen their confidence and their language, and how they articulate and plan change over time. And that helps them make real change for the families that they're working with every day."

– Discovery Early Learning Service



Wellbeing tools for children and young people

Recommend helpful online resources.

[Wellbeing tools for children and young people](#) is your essential guide to the online tools and other resources that can best support students in caring for their mental health.

Programs Directory

Enhance what you're doing with Be You.

The [directory](#) is a searchable database of evidence-based mental health, wellbeing and social and emotional learning programs available across Australia.

How can Be You support my staff's wellbeing – and mine?

Educating children and young people can be very rewarding, but it's not always easy.

A whole-school approach to mental health and wellbeing doesn't just focus on students – it also considers you and your staff.

As a leader, you play an important role in embedding wellbeing practices and fostering an environment where everyone can thrive.

Be You has lots of educator wellbeing resources to support you.

Wellbeing tools for leaders

Be You recognises that leaders can face complex and isolating challenges.

[Wellbeing tools for leaders](#) has tools, videos and advice to help you prioritise your mental health.

There is also helpful information about [creating a staff wellbeing policy](#) and tools to support a whole learning community approach to wellbeing.

Wellbeing tools for educators

A range of [tools and resources](#) you can share with your staff members.

This includes tools and advice about self-care, managing stress and actively contributing to a mentally healthy learning community.

Beyond Self-care: An Educator Wellbeing Guide

Based on the latest research, this [guide](#) includes case studies, reflection activities and practical actions to help you and your staff members thrive.

This guide is designed to help leaders and Action Teams:

- think about all the factors that contribute to educator wellbeing
- rethink the roles individual educators and leaders play within a whole-school approach to wellbeing.
- consider practical steps you can take towards building a thriving workplace.

Ultimately, workplace wellbeing is a leadership responsibility, and change is most effective when it comes from the top.

Does your school have access to an Employee Assistance Program and other relevant support services? Ensure you promote them and that they are readily accessible for your staff members.

By modelling and championing positive mental health and wellbeing you send an incredibly powerful message to your entire learning community.

The Be You framework

Our flexible framework allows you to guide your professional development and actions based on your school's needs.

At the heart of Be You is a content framework that provides a structure for our [Professional Learning](#) and information about actions schools can take to implement a whole-school approach to mental health and wellbeing.

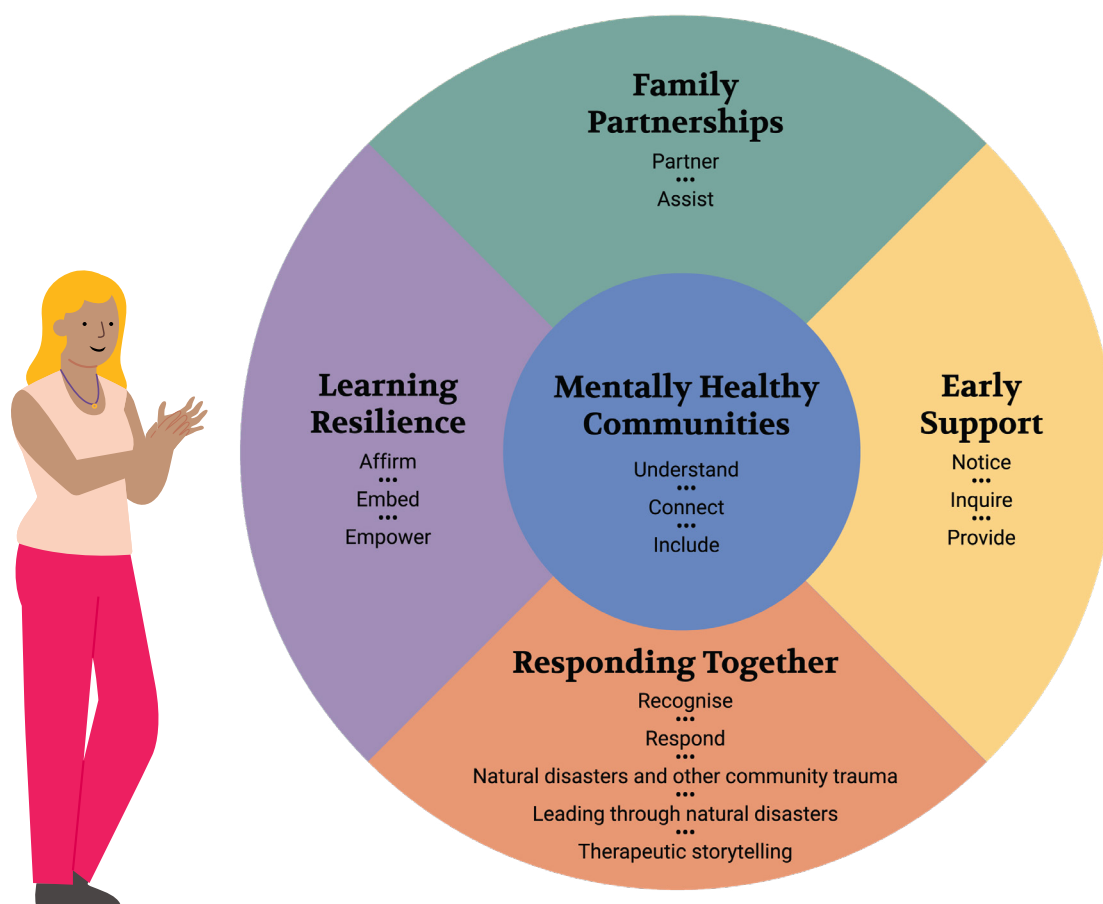
The framework has 5 domains – [Mentally Healthy Communities](#), [Family Partnerships](#), [Learning Resilience](#), [Early Support](#) and [Responding Together](#) – that explore promotion, prevention, early intervention, intervention, response and recovery.

Our learning modules delve into the domain topics, helping leaders and educators increase your understanding of mental health and wellbeing. The modules include case studies and reflection questions to help apply what you have learnt.

You can start with the domain that suits you and your school best. This usually depends your level of knowledge and experience, your areas of interest and your school's needs.

"We've been able to unpack Professional Learning resources so that our staff can access them and tie them in to what's happening around the school."
– Thornbury Primary School

Professional Learning domains and modules



Be You Professional Learning

Domain	What is it about?
<p>Mentally Healthy Communities</p> <p>Modules:</p> <p>Understand</p> <p>Connect</p> <p>Include</p>	<p>Understanding mental health and wellbeing is key to supporting students and creating a mentally healthy school.</p> <p>Modules in this domain explore:</p> <ul style="list-style-type: none"> • mental health and wellbeing, and how they can be influenced by risk and protective factors • connection, belonging and inclusion and how they contribute to thriving schools.
<p>Family Partnerships</p> <p>Modules:</p> <p>Partner</p> <p>Assist</p>	<p>A student's family and home environment play important roles in their ongoing development.</p> <p>Modules in this domain explore how educators can strengthen relationships with families to support their child's mental health and wellbeing.</p>
<p>Learning Resilience</p> <p>Modules:</p> <p>Affirm</p> <p>Embed</p> <p>Empower</p>	<p>Social and emotional learning (SEL) is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations.</p> <p>Modules in this domain provide educators with an in-depth understanding of social and emotional learning.</p> <p>They explore how to:</p> <ul style="list-style-type: none"> • teach social and emotional skills • foster resilience in classroom settings • create an empowering environment for students to nurture independence.

Early Support

Modules:

[Notice](#)

[Inquire](#)

[Provide](#)

Educators are in a powerful position to notice and support students who may be showing signs of mental health issues.

Modules in this domain explore how to:

- recognise behaviours that may indicate early signs of mental health issues
- talk to students about these issues
- provide appropriate and timely support.

Responding Together

Modules:

[Recognise](#)

[Respond](#)

[Natural disasters and other community trauma](#)

[Leading through natural disasters and other community trauma](#)

Schools play an important role in responding to critical incidents, such as a suicide, death or natural disaster.

Modules in this domain explore:

- preparing for critical incidents
- working together to limit the possible impacts
- supporting recovery for students and staff.

The [Leading through natural disasters and other community trauma module](#) is designed for service leaders and explores your role in responding to such events.



How can my school get involved in Be You?

As individuals

Educators can access Professional Learning, Fact Sheets and other resources to support mental health and wellbeing in their everyday practice.

[Register](#) as an individual at any time.

As a whole-school approach

Be You has the most impact when it is implemented by the whole school (see [page 15](#)). As a leader, you play a critical role in the success of Be You at your school. This includes:

- communicating the importance of the initiative
- leading by example
- ensuring planning, processes and budget are in place to support the Action Team and Action Team Leader in implementing Be You.

For Be You to be effective, it needs to be championed by leaders.

Become a Be You Learning Community

Take a whole-school approach to Be You.

1. **confirm** your leadership support for a whole learning community approach to Be You
2. **appoint** an Action Team Leader (see [page 16](#)). They will need to register as an individual Be You user. During registration, your Action Team Leader will be prompted to 'Search for your learning community'. If it doesn't appear, they can select 'I can't find my early learning service, school or tertiary institution' to add your school's details
3. ensure you **register** with Be You and select school leader when describing your role
4. **select** members of your Action Team (see [page 17](#))
5. **explore** the Be You Implementation Cycle (see [page 15](#)), [Tools for Action Teams](#), other Be You resources, supports and Professional Learning to meet your school's needs
6. **encourage** your educators to register as individuals and explore Be You.

Learn more about registering as [a Be You Learning Community](#).

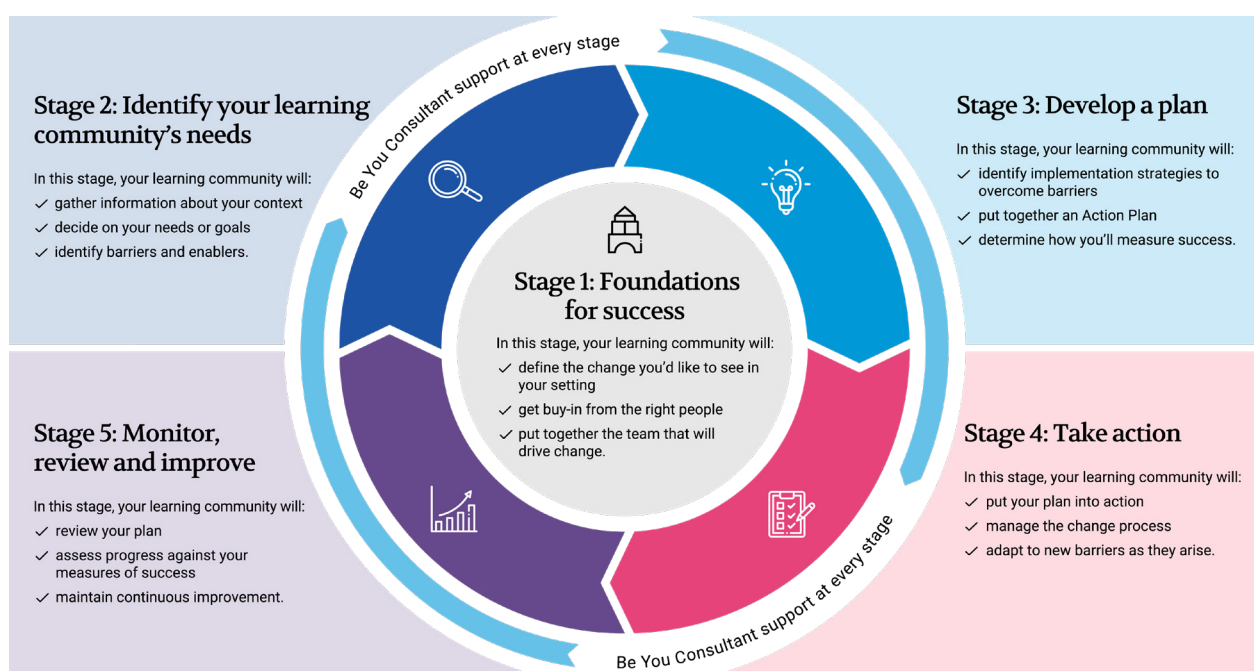


How do we implement Be You at our school?

The Be You Implementation Cycle

The Be You Implementation Cycle provides the structure for a whole learning community approach to mental health and wellbeing. The cycle has 5 stages to guide leaders and Action Teams through processes and actions to implement sustainable change.

In fact, Be You will work best if it forms a key component of your school's existing strategic planning and continuous improvement cycles.



Planning for Implementation

Our [Planning for Implementation](#) modules are brief introductions to each stage of the Be You Implementation Cycle.

Topics explored in the modules include:

- defining the change you want to see
- the important role leaders play
- how to gather insights about your school's needs and areas for growth
- creating a roadmap for change
- how to reflect on and review progress.

Tools for Action Teams

These practical [planning and implementation tools](#) can support you and your Action Team to bring the Be You Implementation Cycle to life in your school.

On the next few pages, you'll find an overview of:

- Action Teams and Action Team Leaders
- what your Action Team can do at each stage of the Implementation Cycle
- Be You resources to use at each stage
- how you, as a leader, can support your Action Team throughout the cycle.

Where do we begin?

A whole-school approach starts with an Action Team.

As a leader, you play a critical role in the success of Be You at your school – but you're not alone.

Once your school has registered with Be You, creating an Action Team will empower educators and community members to drive sustainable change.

When you begin, consider how you might best support staff – especially the Action Team – to champion Be You.

You may need to build professional learning time into meeting schedules and staff development plans. You may also wish to consider how Be You fits into your broader school strategic direction and continuous improvement cycle.

Action Team Leaders

Selecting Action Team Leaders and having a motivated group of people to work with them is crucial to ensuring a sustainable approach to mental health and wellbeing.

When selecting an Action Team Leader, school leaders may wish to consider:

- Does your school have someone already working in the wellbeing space who has the capacity to take on this role?
- Who has the interest and skill to drive implementation of Be You?
- Who will be able to motivate others to implement Be You?

Action Team Leaders don't have to be school leaders. The person chosen may depend on your school's size and circumstances. You can have more than one Action Team Leader.

It's important that Action Team Leaders have the time, capacity, resourcing and support to implement Be You.

The Action Team Leader is expected to:

- ✓ Check in with your Be You Consultant
- ✓ Coordinate and support the Action Team
- ✓ Access Be You planning and implementation tools
- ✓ Communicate with school leaders
- ✓ Work with school leaders and the Action Team to drive a whole learning community approach
- ✓ Maintain confidentiality when required and manage sensitive information carefully and appropriately.

The Action Team Leader is not expected to:

- ✗ Hold sole responsibility for the school's approach to wellbeing. As a school leader, your involvement is vital
- ✗ Be a mental health expert or act as a clinician
- ✗ Work beyond their capacity. As a school leader, ensure you discuss time and resource requirements with them
- ✗ Be the only ones making changes to their wellbeing practices
- ✗ Manage critical incident responses on their own.

TOP TIP: If your Action Team Leader decides to leave your school, make sure they have a handover with you, your Be You Consultant and the new Action Team Leader. This will ensure a smooth transition and that your school will continue to have access to Be You planning and implementation tools.

Your Be You Action Team

A whole-service approach to mental health and wellbeing is a team effort.

While Action Team Leaders are the main point of contact for Be You Consultants and have access to [planning and implementation tools](#), it's important that they are supported by an Action Team.

You may already have a wellbeing team that can implement Be You in line with their existing work.

There are several things to consider when deciding who will be part of the Action Team:

- An effective team will have diverse membership, encouraging broad perspectives.
- Each person should represent a particular group within the school. For example, the leadership team, support staff, families, the welfare or wellbeing team, students, youth workers and cultural or community groups.
- Ideally, your Action Team should have at least 3 members to share the work and provide diverse perspectives.
- If you include students in the Action Team, consider any supports they will need before, during and after meetings.

TOP TIP: When new team members join your school, make sure you introduce them to your Action Team and the work you are doing with Be You.

This can motivate them to take part in your whole-school approach to wellbeing.

They may also have skills, interests and perspectives that can enhance your Action Team.



The Action Team is expected to:

- ✓ Attend scheduled meetings, take part in discussions and complete assigned tasks
- ✓ Support the Action Team Leader and their fellow Action Team members
- ✓ Support your school through each stage of the Be You Implementation Cycle
- ✓ Work with school leaders and the Action Team Leader to gather insights, design the Action Plan and put it into action
- ✓ Champion Be You: promote the benefits, get people excited and share successes

The Action Team is not expected to:

- ✗ Hold sole responsibility for the school's approach to wellbeing. As a leader, your involvement is vital
- ✗ Be mental health experts or act as clinicians
- ✗ Work in isolation from school leadership
- ✗ Work beyond their capacity. As a leader, ensure you discuss time and resource requirements with them
- ✗ Manage critical incident responses on their own. In most cases, this is the responsibility of school leadership and Emergency Response Teams.

As a school leader, how can I support our Action Team during each implementation stage?

Stage	What does the Action Team do during this stage?	How can leaders support these activities?
1: Foundations for success	<ul style="list-style-type: none"> • Register the school as a Be You Learning Community • Form an Action Team • Connect with the school's Be You Consultant • Determine how the Action Team will have meetings and work together • Complete the Be You Planning for Implementation modules and refer to the Action Team Handbook • Explore the Be You Action Team Leader Dashboard • Consider how to keep the whole learning community engaged. 	<ul style="list-style-type: none"> • Register with Be You as a school leader • Support the Action Team Leader in putting together an Action Team • Ensure the Action Team Leader and Team are allocated time and resources for meetings and other Be You activities • If available, attend meetings to show your support • Complete the Be You Planning for Implementation modules, noting advice about the role you play as a leader • Explore the Dashboard with the Action Team • Display Be You signage and publicise the Statement of Commitment within your community.
2: Identify your learning community's needs	<ul style="list-style-type: none"> • Work with school leaders to gather information across the learning community using Be You tools such as the Implementation and Reflection Tool and Be You Surveys • Work with the school's Be You Consultant to interpret survey results and other insights gathered • Work with school leaders to identify your school's needs. 	<ul style="list-style-type: none"> • Help the Action Team decide who should be consulted within the broader community • Take part in IRT reflections • Provide available, relevant data. For example, wellbeing survey results, family portal data analytics and incident reports. • Help the Action Team identify priority areas for action in your school.

Stage	What does the Action Team do during this stage?	How can leaders support these activities?
3: Develop a plan	<ul style="list-style-type: none"> Based on the needs identified in Stage 2, work with school leaders to consider practical actions the learning community can take. Use Be You resources such as the Actions Catalogue and Cultural Actions Catalogue Develop an Action Plan addressing priority areas Share the Action Plan with all staff members. 	<ul style="list-style-type: none"> Communicate about current school priorities, share school goals and current actions Work with the Action Team to develop your school's Action Plan Ensure that there is sufficient budget (if required), resourcing and time allocated for planned activities Assist the Action Team to identify implementation challenges and possible solutions Champion the Action Plan within your community, including discussing it with necessary stakeholders.
4: Take action	<ul style="list-style-type: none"> Implement activities in the Action Plan Work collaboratively as an Action Team and support those who are implementing and experiencing change Monitor progress Get the rest of the learning community involved. 	<ul style="list-style-type: none"> Continue to ensure that the Action Team have the time, budget and resources they need to implement the Action Plan effectively Encourage all staff to complete Professional Learning modules and support Be You activities Assist the Action Team to overcome any challenges that arise during implementation Ensure that relevant stakeholders are kept up to date on progress.

Stage	What does the Action Team do during this stage?	How can leaders support these activities?
5: Monitor, review and improve	<ul style="list-style-type: none"> Regularly monitor the school's progress Conduct a formal review of the Action Plan Celebrate and share achievements Work with school leaders to the next Action Plan. 	<ul style="list-style-type: none"> Assist the Action Team to collect relevant data Support the Action Team with any changes that need to be made following the review of your Action Plan Celebrate achievements and recognise the work of your staff, especially the Action Team Communicate progress within your school Work with the Action Team to develop the next plan.

"Our Action Team doesn't sit at a table with chairs around, we actually sit on couches. This immediately creates a relaxing atmosphere and people feel comfortable starting those sorts of conversations. I think if you can then lay those sorts of foundations it does make the whole journey easier."
 – Coolbinia Primary School

Time to get started

You're making a powerful commitment to supporting the mental health and wellbeing of children, young people and educators.

Ready to get started? [Register](#) online now. You can start Be You Professional Learning modules and explore the tools and resources outlined in this handbook.

If you're ready to take a whole learning community approach to Be You, visit [Become a Be You Learning Community](#)

Have any questions about Be You? [Contact us](#).



Copyright © 2025 Australian Government