

Action Team Handbook: *Primary and Secondary Schools*

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Welcome

As a member of the Action Team, you're helping children and young people to flourish.

Action Teams are a central part of Be You. They help to build momentum and enthusiasm in their learning communities, bringing people together to create meaningful and long-lasting change for children and young people.

If you've decided to join or establish an Action Team at your school — thank you! You're making a clear and strong commitment to the mental health of your entire learning community. This Handbook will introduce you to Be You, the role of the Action Team and the steps you'll take together to implement change.

This Handbook is designed for Action Teams at primary and secondary schools. If you're part of an early learning service community, or if there's an early learning service co-located with your school, please refer to the Action Team Handbook: Early Learning Services.

Using this Handbook

This Handbook has two purposes:

- to inform and support your school's decision to register as a Be You Learning Community
- to assist registered Be You learning communities to move through the implementation process.

It's divided into two sections:

- an introduction to Be You
- the Be You implementation process

Throughout this Handbook, we use the term 'educators' to refer to all staff working with children and young people.

NOTE: *if your learning community is currently responding to a suicide or suicide attempt, please refer to the Suicide Prevention and Response resources on the Be You website.*

Section A:

An Introduction to Be You

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. Our vision is for an education system in which every learning community is positive, inclusive and resilient, and where every child, young person, staff member, and family can achieve their best possible mental health.

Be You empowers educators by supporting them to develop their mental health skills and knowledge, while also providing guidance on how to implement a whole-learning community approach. It offers a range of online, evidence-based tools and resources aimed at improving the skills and knowledge of educators to foster and support mental health and wellbeing in children and young people.

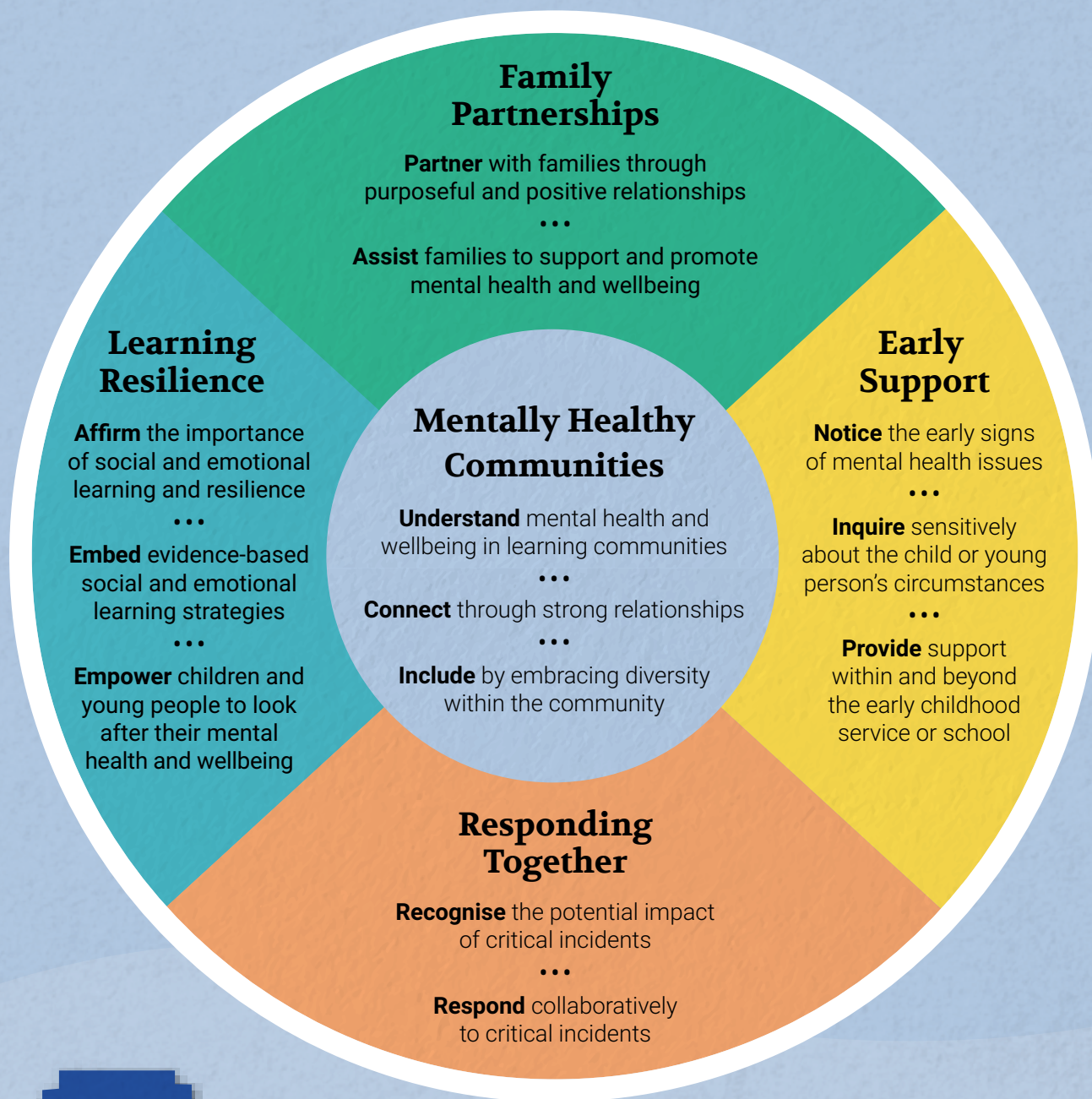
It's completely free, and available to every educator, early learning service, and school in Australia.

To learn more about the background to Be You, visit beyou.edu.au/about/about-be-you.

At the heart of Be You is a content framework that provides a structure for both [Professional Learning](#), and the actions schools and services can take to implement a whole learning community approach to mental health and wellbeing.

Each domain contains two or three modules. These modules delve deeper into the domain topics, helping educators and whole learning communities to increase their understanding of mental health and wellbeing and enact meaningful change in the ways they support and nurture children and young people.

The Be You framework is non-linear and allows educators and services to start at the point that suits them best. Usually this depends on the educator's level of experience and their learning community's unique circumstances.



| Domain | What's it about? |
|-------------------------------------|---|
| Mentally Healthy Communities | <p>Understanding the concepts of mental health and wellbeing in children and young people is key to your engagement with Be You Professional Learning.</p> <p>We all have mental health, no matter our developmental stage — including for you as an adult. Your position along a continuum of mental health will be influenced by a range of risk and protective factors, and environmental influences. In particular, mental health and wellbeing is most likely to occur in an inclusive environment, where people have supportive relationships with each other.</p> |
| Family Partnerships | <p>The home environment, and the families that occupy them, play a primary role in the ongoing development of children and young people. Families can include parents, carers, grandparents, and kin who care for a child.</p> <p>Any educator in an early learning service or school needs to know how to work effectively, sensitively and confidentially with families (who can have a diversity of circumstances) to foster the mental health of children and young people</p> |
| Learning Resilience | <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. These skills are essential for developing resilience and the personal attributes that promote wellness, prevent illness and support recovery.</p> <p>Modules in this domain will provide educators with an in-depth understanding of social and emotional learning and why it is important for mental health and wellbeing. Further, they will provide educators with an understanding of how to intentionally teach social and emotional learning skills, and foster resilience in education settings. It will cover key skills for resilience, respectful relationships, and help-seeking. The modules will also address how to create an empowering environment for children and young people to foster independence and responsibility in everyday learning contexts, experiences and activities.</p> |
| Early Support | <p>Due to their close contact with children and young people, educators are in a powerful position to notice and support children and young people who might be showing signs of mental health issues.</p> <p>Modules in this domain will provide information and guidance on recognising behaviours which might indicate early signs of mental illness, how to talk to children and young people about these issues, and how to provide appropriate and timely support.</p> |
| Responding Together | <p>Critical incidents can have a range of impacts for everyone in the learning community. The role of the learning environment in promoting a mentally health community, preparing for critical incidents and being responsive in times of crisis have been shown to be crucial in ensuring that people receive the help they need.</p> <p>This module aims to empower you to act effectively to limit the impact of critical incidents, by recognising and understanding the possible impact on children and young people. It also aims to encourage positive, timely and appropriate interventions in a normal, familiar setting.</p> |

The benefits of being a Be You learning community

There are many great reasons to get on board with Be You.

The benefits of a whole learning community approach

For children and young people

- ✓ Enhanced social and emotional wellbeing
- ✓ Improved engagement and academic performance
- ✓ A positive and supportive learning environment
- ✓ Improved support and earlier intervention if mental health issues emerge
- ✓ Increased resilience and capacity to manage emotions and problems as they arise
- ✓ Fostering of an environment where children and young people feel safe and supported to speak up when something is bothering them
- ✓ Strategies to support children and young people at different developmental stages and create smoother transitions between stages of learning

For educators

- ✓ Access to comprehensive online Professional Learning, with reflective questions tailored to career stage
- ✓ More confidence to engage with children and families on mental health and wellbeing topics
- ✓ Better understanding of the impacts of mental health on behaviour, which helps to promote learning and positive behaviours
- ✓ A common language and shared understanding of mental health and what educators can do to promote a mentally healthy learning community
- ✓ Fostering of an environment where all educators feel empowered and supported to work towards better mental health, irrespective of their specific roles
- ✓ Deeper understanding of common mental health concerns across development stages, and the supports and services available to assist with them

For your learning community

- ✓ A flexible framework that supports continuous improvement cycles and complements existing planning processes and planning structures, including Quality Improvement Plans
- ✓ Access to trained consultants with extensive knowledge of Be You and whole learning community approaches to improving mental health and wellbeing
- ✓ Fostering of a positive, supportive and inclusive environment that embraces diversity and supports stronger, more collaborative relationships with families and the broader community
- ✓ Increased awareness and strengthened links with mental health and community service providers
- ✓ Improved educator retention
- ✓ Support and guidance on how to respond to critical incidents from a whole learning community approach

Implementing Be You in your learning community

You're not starting from scratch.
And Be You is flexible.

Individual educators can participate in Be You — and have access to Professional Learning, Fact Sheets and other resources. But Be You has the most impact when whole learning communities implement Be You collectively, building on their strengths to nurture and support children and young people.

This approach may seem daunting, especially if there are other strategic priorities in place, but rest assured Be You is flexible and designed to build on the strengths of your learning community and complement the work you're already doing. Be You can be tailored to suit the individual needs of your learning community and support continuous improvement and strategic planning.

When you implement Be You in your learning community it's important to keep in mind that you're working together to achieve progress — not perfection. You're also not starting from scratch. Schools work to support positive mental health in their students every day, and building on this work is key to Be You.

Your Be You journey is ongoing and every action that promotes positive mental health in your learning community is a step in the right direction. Small or big, these actions are all achievements to be acknowledged and celebrated. Remember, from little things big things grow.

To create meaningful, long-lasting change, it's important that throughout the implementation process the whole learning community is engaged and involved. As an Action Team you'll be encouraging action at multiple levels, from individual educators changing their practice through to strategies that get everyone in the learning community involved.

The implementation process actively encourages shared ownership and contribution across the learning community by educators, families, children and young people.

What resources and supports are available?

We have everything you need to implement Be You at your school.

As well as the five domains and 13 modules that comprise the Professional Learning, Be You has a range of tools and resources designed to help you successfully implement the framework in your learning community. Planning and Implementation Tools can be accessed at any time by Action Team Leaders from their online Dashboard.



Throughout the implementation process, all Be You learning communities have access to a trained consultant who can provide advice, support and encouragement.

How does Be You integrate with the work you're already doing?

Be You fits right in with existing standards and frameworks.

Implementing a whole learning community approach can help schools meet national, state and territory requirements, priorities and standards for mental health and wellbeing. Be You is designed to complement existing continuous improvement plans and cycles, and support educators to meet their professional obligations.

Implementing a whole learning community approach to Be You may help you to address national standards and priorities such as:

- [Australian Professional Standards for Teachers](#)
- [Australian Professional Standard for Principals](#)
- [Australian Curriculum](#)
- [Melbourne Declaration on Educational Goals for Young Australians](#)
- [Early Years Learning Framework](#)
- [National Quality Standard](#)

Transitioning from KidsMatter or MindMatters

You've got a great foundation
for Be You.

Schools that have worked through the KidsMatter or MindMatters frameworks begin their Be You journey with a solid foundation. These schools will be transferred from KidsMatter or MindMatters to continue their great work building mentally healthy learning communities.

It's important to note one big difference between these frameworks and Be You: while KidsMatter focused on primary schools and MindMatters on secondary schools, Be You is a single, integrated national initiative to promote mental health from the early years to 18.

We encourage these schools to celebrate their achievements in KidsMatter or MindMatters and explore how Be You can build on these successes with a comprehensive suite of new and revised tools, guides and information resources.

Your Be You Consultant can guide you through this transition process and help plan the next steps, which might include using your existing Action Plan in conjunction with other Be You planning and implementation tools to inform priorities and actions going forward.

Support for learning communities affected by suicide

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

The impact of suicide is immediate and traumatic — for the friends or family of the individual especially, but also the broader community. People bereaved by suicide frequently experience slower recovery than those bereaved by other types of death. When people are affected by suicide, the extent to which they cope, and recover, is strongly influenced by the immediate and ongoing response to the death, including the support available.

This is particularly important in a school context where the risk of subsequent student deaths after a suicide can escalate — a phenomenon known as 'suicide contagion'. Significantly more suicide-related behaviour is reported by peers of young people who have attempted or died by suicide compared with young people who have not been exposed to death by suicide.

It can be difficult for schools to know how to respond effectively to a suicide and minimise the emotional and operational impact of the death on the school community. In these circumstances, postvention — an intervention conducted after a suicide — aims to prevent further suicides by reducing the impact of the initial suicide on the school community.

Be You [Suicide Prevention and Response resources](#) provide clear, practical and reliable guidance and support to assist schools in suicide prevention and response. The resources provide guidance to enable schools to prepare their community to be ready should a death by suicide occur. Additionally, resources will guide school staff in their response 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 you throughout both the prevention and response phases, including:

- prevention planning: working with schools to develop strategies and processes to enable effective and timely suicide response and recovery
- response: responding to the immediate and short-term needs of the school community in the initial stages of the recovery process
- recovery: responding to the longer-term recovery needs of a school community.

Schools that have previously accessed support from headspace School Support can expect the same level of support and guidance from their Be You Consultants. Be You Consultants will also have access to information related to your contact with them during that time.

Section B:

The Be You implementation process in detail



You can adapt Be You to suit your learning community.

The Be You implementation process is designed to be flexible and adaptable to suit the individual needs of your learning community and complement the work you're already doing to support mental health and wellbeing. In fact, Be You will be more successful if it forms a key component of your school's existing strategic planning and Quality Improvement Plan.

In the following pages you'll find clear, step-by-step information on how you can implement Be You within your learning community.

An at-a-glance overview of what each of the five implementation stages involves, as well as supporting tools and resources, is provided on the next two pages for easy reference.

Be You Consultant support in your implementation journey

Questions? Concerns?
Trained experts are here to help.

You're not alone as you and the other members of your Action Team work to implement Be You in your learning community. During your journey you have access to and are supported by a Be You Consultant from [headspace](#) or [Early Childhood Australia](#). Be You Consultants provide professional and evidence-based support and advice, tailored to meet the needs of learning communities.

Your Be You Consultant may support your school by:

- acting as a mentor and advocate for Action Teams throughout the implementation process
- giving updates on new Be You resources and tools that could assist your learning community
- assisting Action Teams to identify relevant sources of information, and on how to collate and interpret data collected during Stage 2: Identify your learning community's needs
- providing guidance and support during the development and implementation of Action Plans.

Be You Consultants don't provide direct counselling to educators, children and young people or families, but they can certainly give advice on how to find this kind of support.

Your Be You Consultant is only ever an email, phone call or video conference away. Once you're fully registered as a Be You Learning Community, your Action Team Leader can access your Be You Consultant's contact details on the online Dashboard.

Be You events

Go online for more help and support.



As well as regular check-ins with your Be You Consultant, a range of webinars — or online events — will further enhance your Be You journey. These webinars have a national focus and provide additional learning opportunities and chances to connect with other Be You schools.

| | |
|----------------------------------|--|
| Be You Essentials | An introduction to Be You |
| Be You National Check-In | An interactive opportunity to discuss progression, share information and receive support |
| Be You In Focus | Presentations on key mental health and wellbeing topics |
| Be You Local Links | Interactive sessions that highlight local programs, services or supports to connect with |
| Be You Educator Self-Care | Advice and practical strategies for educator self-care |
| Be You Bite Size | Ideas-based topics that are inspiring and innovative |
| Individual Check-Ins | Registered Be You schools have regular check-ins with their Be You Consultant |



Overview of the implementation process

| Stage | Outcomes | Activities |
|--|--|---|
|  <p>Stage 1:</p> <p>Lay the foundations for success</p> | <ul style="list-style-type: none"> ✓ School leadership gives full support to implement Be You ✓ Action Team members are chosen to reflect the diversity of the learning community ✓ The Action Team develops a clear understanding of its role implementing Be You ✓ Your school registers with Be You and contacts its Be You Consultant ✓ Your learning community knows about Be You, its potential benefits and your school's participation | <ul style="list-style-type: none"> ✓ Register your learning community as a Be You School ✓ Connect with your Be You Consultant ✓ Explore the Be You Action Team Leader Dashboard ✓ Form an Action Team ✓ Agree on how the Action Team will work together ✓ Familiarise yourself with Be You Professional Learning ✓ Consider how to keep your whole learning community engaged with Be You |
|  <p>Stage 2:</p> <p>Identify your learning community's needs</p> | <ul style="list-style-type: none"> ✓ Develop an understanding of how your learning community feels about mental health and its level of understanding ✓ Action Team has a clear understanding of the ways in which the school already supports and encourages mental health and wellbeing ✓ Action Team has a clear understanding of where the learning community could do more to support mental health and wellbeing, and how this aligns to the Be You domains ✓ Your learning community is informed about the learnings that have been gathered in this stage and the next steps in the implementation process | <ul style="list-style-type: none"> ✓ Gather information across your learning community ✓ Interpret information collaboratively as an Action Team |
|  <p>Stage 3:</p> <p>Develop a Plan</p> | <ul style="list-style-type: none"> ✓ In consultation with the learning community, the Action Team creates an Action Plan that addresses the priority areas and needs identified in Stage 2: Identify your learning community's needs ✓ The Action Plan is comprised of actionable, realistic activities ✓ The Action Plan is connected with and embedded in existing service improvement cycles ✓ The Action Plan has the support of school leadership ✓ The learning community has a clear understanding of the Action Plan and how it addresses priority areas and needs | <ul style="list-style-type: none"> ✓ Develop an Action Plan addressing priority areas ✓ Have school leaders endorse the Action Plan ✓ Share your Action Plan |

| Stage | Outcomes | Activities |
|--|--|---|
|  <p>Stage 4: Take action</p> | <ul style="list-style-type: none"> ✓ Activities are implemented according to the timelines and priorities listed in the Action Plan ✓ The Action Team feels supported by and has the backing of school leadership in implementing the Action Plan ✓ Challenges are identified as they arise and addressed proactively and sensitively ✓ Educators, families and children feel supported, included and heard in their work to enhance a mentally healthy learning community | <ul style="list-style-type: none"> ✓ Implement activities in the Action Plan ✓ Work collaboratively as an Action Team and support those who are implementing the Action Plan and experiencing change ✓ Monitor progress ✓ Get your learning community involved |
|  <p>Stage 5: Monitor, review and improve</p> | <ul style="list-style-type: none"> ✓ Your learning community has a clear understanding of what you've achieved so far in our implementation of Be You ✓ Your Action Plan is updated regularly and reflects the priorities and needs of your learning community | <ul style="list-style-type: none"> ✓ Regularly monitor your progress ✓ Conduct a formal review of your Action Plan ✓ Celebrate and share your achievements ✓ Connect with others outside of your learning community ✓ Develop your next Action Plan ✓ Assess against Be You Levels of Participation |

Tools, resources and supports: An overview

| Type of resource or support | How it can help the Action Team | Implementation stage | | | | |
|-------------------------------------|---|----------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| Be You Consultant | Helps to ensure implementation of Be You at your school is successful, sustainable and leads to positive change for your learning community | ✓ | ✓ | ✓ | ✓ | ✓ |
| Action Team Leader Dashboard | Collates all planning, implementation and monitoring tools in one place | ✓ | ✓ | ✓ | ✓ | ✓ |
| Statement of Commitment | Reinforces leadership commitment to and support of Be You and your school's vision for a mentally healthy learning community | ✓ | ✓ | ✓ | ✓ | ✓ |
| Events | Connect with other learning communities implementing Be You and learn about approaches and strategies you can use at your school | ✓ | ✓ | ✓ | ✓ | ✓ |
| Professional Learning | The modules and domains covered in the Professional Learning are at the heart of Be You | | ✓ | ✓ | ✓ | ✓ |
| Handbooks | Introduce educators and pre-service educators to Be You and identify possible pathways through the Professional Learning | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reflection Tool | Assess the current situation at your learning community – policies, practices and other factors that support or hinder the development and maintenance of a mentally healthy learning community | | ✓ | | | ✓ |
| Be You Surveys | Better understand the needs of your learning community by giving educators, families and children and young people a voice in the Be You implementation process | | ✓ | | | ✓ |
| Priority Mapping Tool | Collate all the information gathered, identify strengths and areas for growth and how examine they might align to the Be You domains and modules | | ✓ | | | |

| Type of resource or support | How it can help the Action Team | Implementation stage | | | | |
|--|---|----------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| Actions Catalogue | Identify quick wins and longer-term actions and select and adapt activities most relevant to your learning community | | ✓ | ✓ | ✓ | |
| Share and Extend Guide | Identify ways to bring educators together to reinforce a whole learning community approach and allow educators to debrief and share key learnings | | ✓ | ✓ | ✓ | |
| Action Plan | Collate your learning community's objectives and the actions you'll take to achieve them, documenting resources, timelines and strategies to address challenges | | | ✓ | ✓ | ✓ |
| Suicide Prevention and Response | Help your learning community prepare for, respond to and recover from a death by suicide | | ✓ | ✓ | ✓ | ✓ |
| Fact Sheets | Explore topics in more detail and share information and ideas with your learning community | ✓ | ✓ | ✓ | ✓ | ✓ |
| Programs Directory | Identify appropriate and evidence-based mental health programs that can support your learning community | | | ✓ | ✓ | |
| Organising Speakers Guide | Use this guide before engaging a speaker to share their story in your learning community to ensure that the content they share is appropriate for the setting, and that you create a safe environment | | | ✓ | ✓ | |
| Wellbeing Tools for You | Practical tools and resources for educators to look after themselves while taking care of children and young people | ✓ | ✓ | ✓ | ✓ | ✓ |
| Wellbeing Tools for Students | Identify appropriate and engaging online programs that can be used in a range of ways to support and encourage students | | ✓ | ✓ | ✓ | |
| Always Be You | Resources to assist learning communities in bringing Aboriginal and Torres Strait Islander perspectives and ways of doing to Be You. | ✓ | ✓ | ✓ | ✓ | ✓ |

Stage 1: Lay the foundations for success

So, you're interested in implementing Be You at your school?

This is when you'll do the groundwork that will maximise the potential of Be You in helping build a vibrant and positive mentally health learning community.

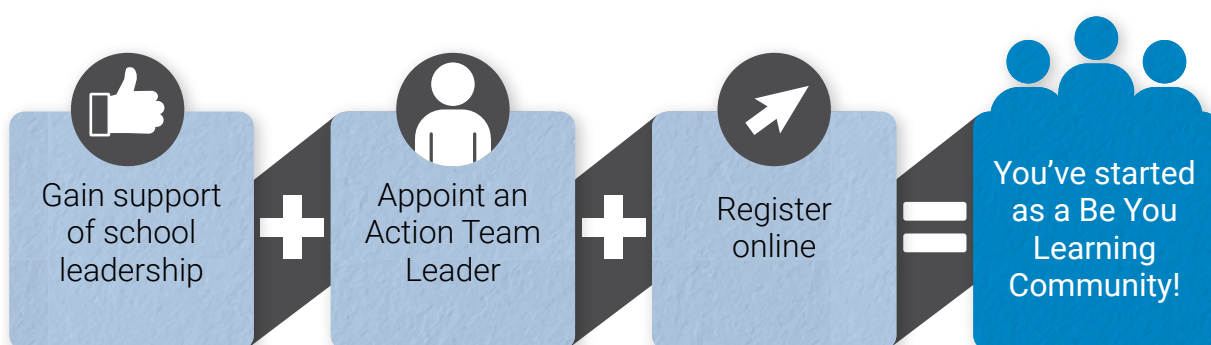
Outcomes for this stage

What do we want to achieve?

- ✓ School leadership gives full support to implement Be You
- ✓ Action Team members reflect the diversity of your learning community
- ✓ The Action Team develops a clear understanding of its role implementing Be You
- ✓ Your school registers with Be You and contacts its Be You Consultant
- ✓ Your learning community knows about Be You, its potential benefits and your school's participation.

Register your learning community as a Be You school

To get started as a Be You Learning Community, there are three things you need to do.



Gain support of school leadership

To register as a Be You Learning Community, you need to receive endorsement and support from your school's leadership team.

It's not possible for a school to register as a Be You learning community without the support of school leadership because meaningful, long-lasting change will only happen when everyone is involved and committed.

There are a range of great resources to highlight the benefits of being a Be You Learning Community and what's involved including:

- [Leaders Handbook: Primary and Secondary Schools](#) that contains an overview of Be You, including the benefits it can bring to learning communities and the role of leaders in the implementation process
- Online resources covering the [background](#) to Be You, and the [evidence base](#) that supports it.

Once your school's leadership is on board, encourage them to communicate their commitment to Be You with your learning community.

Appoint an Action Team Leader

To register as a Be You Learning Community, you also need to appoint an Action Team Leader.

The Action Team Leader, with the support of an Action Team, coordinates the implementation of a whole learning community approach to Be You.

The Action Team Leader is an important and influential leadership role that drives and motivates collective action, ensuring that all learning community members feel part of the Be You journey.

The Action Team Leader might be appointed by the school's senior leadership team, be self-nominated or encouraged to take on the position by the learning community. Action Team Leaders have the support of the rest of the Action Team and the school's leadership — they don't work in isolation and don't have to carry the load on their own.

A suitable Action Team leader may be:

- a member of the senior leadership team
- a school wellbeing leader
- a year level coordinator
- an educator with experience in social and emotional learning (SEL)
- an accomplished educator with a key interest in student mental health and wellbeing who is comfortable taking on this responsibility.

Your Action Team Leader will have access to additional resources and information through the Be You website and will be the primary point of contact for Be You Consultants.

| The Action Team Leader <u>is</u> expected to: | The Action Team Leader <u>is not</u> expected to: |
|--|--|
| <ul style="list-style-type: none">✓ Champion Be You: promote the benefits, get people excited and share successes✓ Communicate regularly with school leadership to keep them informed✓ Check in with your Be You Consultant✓ Work collaboratively with your learning community✓ Answer questions from students, educators and families about Be You and how they can get involved✓ Coordinate and support the Action Team✓ Maintain confidentiality when required and manage sensitive information carefully and appropriately | <ul style="list-style-type: none">✗ Be an expert on mental health or mental health conditions✗ Act as a clinician or diagnostician✗ Put the wellbeing of your learning community ahead of their own✗ Work in isolation✗ Work beyond their capacity — discuss time and resource requirements with school leadership✗ Be the only ones making changes to their practices to encourage good mental health — enacting change is the responsibility of everyone in the learning community✗ Manage critical incident response without additional support |

Sign up online

To register as a Be You Learning Community, the Action Team Leader needs to complete the online registration form, available on the Getting Started section of the Be You website.



This will only take a couple of minutes, and only needs some basic details about your learning community.

That's it! You've now officially started your journey as a Be You Learning School.

All new Be You Learning Communities receive a Welcome Pack in the mail, with material you can display around your school to demonstrate your participation.

Connect with your Be You Consultant

Once you've registered your learning community online, a Be You Consultant will get in touch.



They'll call the Action Team Leader within a couple of days. Your first conversation is all about building the foundation of the collaborative working relationship that will continue throughout your school's Be You journey. Your Be You Consultant will learn about the individual needs of your learning community and provide an overview of the implementation process, and available resources and supports that will support continuous improvement.

Action Team Leaders can view the contact details of their Be You Consultant at any time on the Action Team Leader Dashboard.

Explore the Be You Action Team Leader Dashboard

This tool makes a whole learning community approach to implementation easy.

If you're an Action Team Leader, log in to the Be You website and spend some time familiarising yourself with the different components and their functionality. On the Action Team Dashboard you can access:

- the contact details of your Be You Consultant
- a listing of all the educators in your learning community who have signed up with Be You, and their progress through the Professional Learning
- planning and implementation tools.

Only Action Team Leaders and school leaders — principals and the like — at registered Be You Learning Communities have access to the Dashboard. Talk to your Be You Consultant about providing access to additional leaders if required.



Form an Action Team

Gather a diverse and inclusive group.

The Action Team may vary in membership numbers but getting the right people on board is important. To be most effective, try to ensure that membership is diverse and inclusive. How can you try to give all members of the learning community a voice and the feeling that they are empowered to champion Be You within the school?

Who determines the membership of the Action Team will vary between learning communities. In many schools, school leadership, in consultation with the Action Team Leader, makes the final decision. Think about how you can ask people to express interest in getting involved, either to join the Action Team or support events or other activities.

Action Team members can come from:

- your school's senior leadership team
- your school's wellbeing or welfare team
- families, including parents and carers
- student representatives (considering the supports they will need before, during and after meetings)
- educators at your school
- specialist and support staff
- members of the school council
- cultural or community leaders
- Aboriginal or Torres Strait Islander elders.

The Action Team may also benefit from the support of a 'critical friend' who can bring an external perspective. Critical friends can often be education or community sector personnel – such as representatives from your local Primary Health Network (PHN), council or youth focused service or a staff member from the education department office closest to you.

You may find that for your learning community having multiple Action Teams works best. If, for example, your school has multiple campuses, covers both primary and secondary age groups or has very high enrolment numbers, having more than one Action Team may be more practical. Perhaps you'd like to have a dedicated student or family Action Team. Your Be You Consultant can provide advice on structures that might work best for your learning community.

The membership of the Action Team may evolve over time as priorities change and people come and go. It's a good idea to review this on an ongoing basis to ensure you've got the right mix of people involved to keep up momentum and represent the diversity of your learning community.

Agree how the Action Team will work together

Members of the Action Team need to have a clear understanding of what the role entails and what kind of commitment is required. You might like to develop a document that clearly lays out these details along with a common vision of how you'd like the Action Team to work together. Below are some suggestions, but it is important for all members to have a voice and share their thoughts.

Also think about how you'll work as a team with the rest of your learning community.

Considering practical things, like whether you'll have a dedicated Action Team email address where families or educators can get in touch, can be helpful at this stage.

The Action Team is expected to:

- ✓ Champion Be You: promote the benefits, get people excited and share successes
- ✓ Work collaboratively with the learning community
- ✓ Answer questions from students, educators and families about Be You and how they can participate
- ✓ Attend scheduled meetings, participate in discussions and complete allocated tasks
- ✓ Support other Action Team members
- ✓ Maintain confidentiality when required and manage sensitive information carefully and appropriately
- ✓ Review the membership of the Action Team periodically, considering whether membership needs to change to meet the current needs of the learning community and invite different perspectives.

The Action Team is not expected to:

- ✗ Be an expert on mental health or mental health conditions
- ✗ Act as a clinician or diagnostician
- ✗ Put the mental wellbeing of its learning community ahead of its own
- ✗ Work in isolation
- ✗ Work beyond its capacity — discuss time and resource requirements with the Action Team Leader and school leadership
- ✗ Be the only ones making changes to their practices to encourage good mental health — enacting change is the responsibility of everyone in the learning community
- ✗ Manage critical incident response without additional support

Schedule regular meetings

Try to meet regularly as an Action Team to maintain the momentum of the whole learning community approach and continued successful implementation of Be You. How often you meet will depend on factors such as the number of people involved in your Action Team and what else is happening in your learning community.

Embedding Be You into 'business as usual' practices increases the viability of the initiative and successful implementation across the whole school. So think about how Be You activity and planning can become part of the existing strategic discussions and continuous improvement processes at your school. Consider meetings and committees that already exist within your learning community and how Be You discussions can be incorporated to avoid duplication of effort or additional administrative tasks.

Developing purposeful and clear meeting agendas is important to ensure meeting time is utilised effectively. On their online Dashboard, Action Team Leaders can access an example of a Be You meeting agenda that can shape the first Be You Action Team meeting. This can then be adapted for future meetings. To encourage meeting attendance, choose a time and place in consultation with all Action Team members. Consider setting a reoccurring calendar invitation to get members into the habit of meeting and being prepared ahead of time.

Familiarise yourself with Be You Professional Learning

Professional Learning is central to Be You.

We encourage Action Teams to familiarise themselves with the Professional Learning domains and modules, which will also frame priority areas for action. You don't have to complete all five domains and 13 modules – perhaps just one module at this point.

If you're not sure where to start, we recommend the Action Team first focus on the Understand module in the Mentally Healthy Communities domain. If an alternative module suits the Action Team's interest and needs better, start there.

Familiarising yourself with the Professional Learning framework now will build your confidence to refer to priority domains and modules throughout the implementation process, and especially when developing an Action Plan and directing educators to complete specific modules.

Think about how to keep your whole learning community engaged

Communication is key to getting your learning community involved with Be You.

Discussing mental health sensitively

It's important to think about how information and insights can be shared among your learning community in a safe, respectful and inclusive way. It's also important to empower children and young people to voice their ideas and perspectives.

In learning communities there may be different language used to talk about mental health and wellbeing, and the way mental health is thought of may vary. Take care to respect differences when communicating and planning for Be You. For example, some families may have different cultural or religious beliefs and practices relating to mental health and wellbeing, raising children and the role of schools and community agencies.

For more information on embracing diversity and building inclusion in a learning community, explore the Include module in the Mentally Healthy Communities domain.

Authentic two-way communication

To implement any major new initiative in a school in a sustainable way, it's important to:

- engage with and involve the whole learning community
- ensure that action is taken at an individual and whole learning community level.

When all learning community members are informed and consulted and a culture of collaboration is established, meaningful, long-lasting change will happen. This is particularly the case when it comes to children and young people's mental health.

Authentic two-way communication is key to implementing Be You successfully. Work collectively as an Action Team to determine the best ways to ensure you and the leadership team regularly inform and consult with educators, students, families and the broader community throughout the implementation process. If you've set up a dedicated Action Team email address or some other communication method, share it with your learning community and actively invite participation and feedback.

Try these communication techniques to help ensure the whole school community is well informed and consulted:

- Ask your leadership team to announce its support for Be You. They can use the Be You Statement of Commitment which is easily edited to reflect your school's existing vision and values and uses language appropriate for your learning community. You might like to hold a signing event to promote the start of your Be You journey, then display the signed Statement of Commitment prominently in the school.
- Share information via existing communication channels and platforms such as the school website, newsletter, online family, educator and student portals, direct email and mail-outs.
- Present information to families and students during formal events such as family information sessions, open days and student assemblies.
- Communicate with and request input from educators, families and students within existing meeting and briefing structures such as staff meetings, school council meetings, family association events, student representative council meetings, and family-student-teacher conferences.
- Chat informally with educators, families and students when opportunities arise such as at the beginning or end of the school day during student drop-off and pick-up or during scheduled breaks in the staff room.
- Inform new educators about Be You by including information about Be You in your induction materials.
- Share Be You Fact Sheets with your learning community.



Stage 1 review

Have we achieved the outcomes for this stage?

- ☐ School leadership gives full support to implement Be You
- ☐ Action Team members are chosen to reflect the diversity of your learning community
- ☐ The Action Team develops a clear understanding of its role implementing Be You
- ☐ Your school registers with Be You and contacts its Be You Consultant
- ☐ Your learning community knows about Be You, its potential benefits and your school's participation.

Have we used all the supports available to us?

- ☐ Attend online events
- ☐ Engage with your Be You Consultant to help build strong foundations
- ☐ Connect with others to share learnings and gain additional support
 - Are there other schools in your area who are also commencing their Be You journey? Consider forming partnerships with these schools so you can work collaboratively and build on each other's success
 - If existing relationships with community and mental health services are not in place, consider connecting with local services or the local council or find out more by contacting your Primary Health Network. Representatives from these groups might also be considered as supportive Action Team members.

Have we stopped to acknowledge key contributions and efforts?

- ☐ Acknowledge contributions of Action Team members
- ☐ Recognise key achievements
- ☐ Share progress with your wider community.

Reflect and improve

- ☐ Reflect on what the Action Team could continue, stop, or start doing to ensure sustained success.

Stage 2: Identify your learning community's needs

It's time to think about what you do well and where you can improve.

You have now built a strong foundation within your learning community where all community members know the commitment your school is taking to improve mental health outcomes for children and young people. All members of the learning community also know the 'what' and 'why' of Be You so it's time to start working out the 'how'. To do this, you need to have a strong understanding of your learning community's current strengths and where there are opportunities for growth.

If your learning community is currently responding to, or recovering from, a suicide then the approach you take in this stage may be different to other schools. Talk to your Be You Consultant about what will work best for your learning community, and consult the [Suicide Response resources](#) for more information

Outcomes for this stage

What do we want to achieve?

- ✓ Develop an understanding of how your learning community feels about mental health and its level of understanding
- ✓ Action Team has a clear understanding of the ways in which the school already supports and encourages mental health and wellbeing
- ✓ Action Team has a clear understanding of where the learning community could do more to support mental health and wellbeing, and how this aligns to the Be You domains
- ✓ Your learning community is informed about the learnings that have been gathered in this stage and the next steps in the implementation process.

Gather information about your learning community

Collecting data will help you make informed decisions about how to implement Be You.

Gathering information about your learning community — what's going well, how different members think and feel about mental health and opportunities for growth — is an important part of the implementation process. It's likely that your school is already collecting data about some of these topics as part of ongoing continuous improvement cycles. There are also Be You tools which can provide further assistance.

If you would like additional support analysing the information you collect, talk to your Be You Consultant. Any information is useful to inform next the steps, but too much data can be overwhelming and make it difficult to form a clear picture. Selecting a few simple information sources that are readily accessible and dividing data collection among Action Team members can make the task very manageable. You can divide and conquer or work together in identifying three key strengths to build on and three key areas for growth for each data or information source.

Your Be You Consultant can advise which data sources might be useful considering your school's individual context, and how to interpret any results you gather.

The purpose of information gathering and subsequent interpretation must be clearly communicated to your learning community. Work collaboratively as a team to determine what will be communicated and how to best meet the needs of your learning community. Key considerations related to engaging with your learning community about information gathering and interpretation include:

- being transparent about why information is being gathered
- being clear about how information is being gathered, used and stored, and by whom
- highlighting privacy, data storage and security policy information
- allowing for learning community members to provide feedback and ask questions about the process.

Privacy, data storage and security

During this stage, be mindful of government, sector, school and any other specific privacy policies when requesting access to and gathering information. Some data may or may not be able to be accessed due to privacy reasons, so it's important to know what information can and cannot be used to inform future priority areas. If you're using learning community survey data, clearly communicate to educators and families how this data will be used. Explain how this information will remain confidential, especially the Be You surveys where participants aren't required to record their name.

Existing data

Existing data across different education sectors, states and territories will vary. As an Action Team, think about what might be already available. Your school's leaders may be able to assist with this process and give you access to the data you need.

Some existing data sources might include:

- 'attitude to school' surveys completed by educators, families and students
- attendance records for all students or for specific groups of students
- enrolment information including family demographics, cultural backgrounds and the primary language spoken at home
- behaviour management data, including suspension or expulsion records
- wellbeing engagement data across the school or within specific groups, including frequency of help seeking, common themes or re-occurring issues
- referral data, including frequency and type of external referrals
- incident logs, including critical incidents
- observations from educators including year level coordinators and classroom teachers
- observations from specialist and support staff
- school council and family association observations and feedback
- family feedback during family-teacher-student conferences
- student feedback via student representative councils
- [Index of community socio-economic advantage](#) (ICESA) values.

Be You information gathering tools

Use these Be You information gathering tools alongside existing data sources or on their own. Action Team Leaders can access these tools from their online Dashboard.

Be You Surveys

Be You Surveys capture subjective data relating to perceptions and levels of understanding of mental health and wellbeing from the perspective of all learning community members including educators, families, children and young people. The data gathered from these groups can help highlight strengths to build on and areas for improvement within your learning community. Survey questions are mapped to the Be You Professional Learning framework to indicate which domain could serve as a priority area for action and possible modules to ask educators to complete.

There are surveys available for educators, families and children in grade 4 and above. It's also important to involve younger children in the process and ensure their voices are included. Visual displays, drawing or movement are all ways that young children can express their opinions and values. Your Be You Consultant can provide advice on methods that might work well for your learning community.

We recommend using these surveys at least twice a year to track trends and impacts of the actions you're taking. Remember, too, that an increase in the number of people taking a survey can be a positive sign of engagement.

Detailed information on how to use the surveys is in the Surveys Guide, which Action Team Leaders can download from their online dashboard.

Reflection Tool

The Reflection Tool is designed to capture objective data relating to the current status of policies, procedures, pedagogy, physical environment and other key considerations that can directly influence your school's capacity to support positive mental health. This tool serves as a 'pulse check' for schools and is mapped to the Be You Professional Learning framework to indicate which domain could serve as priority area for action and possible modules to ask educators to complete.

There is also a section for the Action Team to record explanations of their answers that can be used to inform actions to include in the Action Plan.

Action Team Leaders can access the Reflection Tool from their Dashboard.

Interpret information collaboratively as an Action Team

Work together to identify priority areas for growth and improvement.

Once you've gathered information about your learning community it's time to look through everything and start to identify your strengths and opportunities for growth.

You don't need to be a data analyst to do this — all you need is a knowledge of your learning community and an open mind. Here are some suggested questions to keep in mind as the Action Team works through the information:

- Are you getting similar survey results from, for example, your educators and families? Or do different groups in your school feel differently about some areas? This could reveal areas in which you could take action.
- Look at how many people filled out the surveys. For example, are your results representing the views of most of your families or only a small number? Are there ways you could engage with more families?
- There will be areas that you have lots of strengths in. Think about how you could build on these strengths or apply your work in that area to a domain where you have opportunities for growth. What is it that your learning community is doing to make this area a strength?

Remember, you know your learning community well and probably already have an idea of where your strengths lie and where there may be opportunities for growth. But try to keep an open mind, particularly when you're looking at the survey results from different groups in your learning community.

The goal as you're interpreting the information is to identify priority areas — one or two areas where there's a lot of potential for growth and improvement. If you can, match these priority areas to the Be You domains and modules. If you've used the Be You Surveys or Reflection Tool, your results will already include information about the relevant domains and modules.

Considering the prevalence of suicide attempts and suicides in young people, secondary schools should ensure that postvention planning forms part of their Action Plan. The postvention plan may be used to complement your school's existing emergency response management policy or plan, and your relevant education department guidelines that specifically considers and responds to the complexity of suicide. It ensures the school has clear processes and procedures to support young people at risk of suicide, and the broader school community, to respond and recover from the impact of suicide. The Suicide Prevention and Response resources on the Be You website provide information about how to undertake postvention planning, and your Be You Consultant can guide you through this process.

Priority Mapping Tool

Your Be You Consultant can help you in matching the priority areas found in your data set with Be You domains and modules, using the Priority Mapping Tool. This tool collates all your results in one place then generates a summary report that reveals your learning community's top strengths and opportunities for growth linked to specific domains and modules.

If you would like to use the Be You Priority Mapping Tool in your planning process, contact your Be You Consultant.

Stage 2 review

Have we achieved the outcomes for this stage?

- ☐ Develop an understanding of how your learning community feels about mental health and its level of understanding
- ☐ Action Team has a clear understanding of the ways in which the school already supports and encourages mental health and wellbeing
- ☐ Action Team has a clear understanding of where the learning community could do more to support mental health and wellbeing, and how this aligns to the Be You domains
- ☐ Your learning community is informed about the learnings that have been gathered in this stage and the next steps in the implementation process.

Have we used all the supports available to us?

- ☐ Attend online events
- ☐ Engage with your Be You Consultant to help interpret information
- ☐ Connect with others to share learnings and gain additional support
 - Are there other schools within your network that can share information they have gathered to compare and contrast common themes identified within each learning community? Consider forming partnerships with these schools to work collaboratively and build on each other's success.

Have we stopped to acknowledge key contributions and efforts?

- ☐ Acknowledge contributions of Action Team members
- ☐ Recognise key achievements
- ☐ Share progress with your wider community.

Reflect and improve

- ☐ Reflect on what the Action Team could continue, stop, or start doing to ensure sustained success within this implementation stage.

Stage 3: Develop a plan

Because a goal without a plan is just a wish.

Having generated a thorough understanding of the strengths and areas of improvement within your learning community, the Action Team is now ready to start planning actions to address the priority areas you identified.

Outcomes for this stage

What do we want to achieve?

- ✓ In consultation with the learning community, the Action Team creates an Action Plan that addresses the priority areas and needs identified in Stage 2: Identify your learning community's needs
- ✓ The Action Plan is comprised of actionable, realistic activities
- ✓ The Action Plan is connected with and embedded in existing school improvement cycles
- ✓ The Action Plan has the support of school leadership
- ✓ The learning community has a clear understanding of the Action Plan and how it addresses priority areas and needs

Develop an Action Plan that addresses priority areas

Focus on the specific needs of your school.

Planning is a critical step towards successfully achieving learning community objectives. You're deciding on the concrete, practical steps your learning community will take to bring about meaningful change in practice.

Creating change like this involves acting at multiple levels, including

- individual educator progression through the Be You Professional Learning
- educators coming together to share insights from and discuss application of the Be You Professional Learning
- whole-of-school actions and strategies to promote positive mental health.

Your Action Plan will enable the Action Team to maintain a record of its planning and implementation journey and allow for continuous review and adaption as outcomes are achieved or when priorities shift.

Be You recognises that schools are already required to document actions as part of their strategic planning and implementation processes to support whole school improvement. The Be You Action Plan can align with existing planning structures and cycles, ensuring that a whole learning community approach to mental health and wellbeing is firmly embedded.

If your school is currently recovering from a critical incident, including a death by suicide, talk with your Be You Consultant about the actions that would be most appropriate for your learning community.

The Action Plan template is designed to help capture all the information an Action Team needs about the steps it will take to achieve positive and sustained change. You can choose to use this template or something else that would work better for your learning community. Talk to your school's leadership team about whether there's an existing document that the Action Plan could be added to. Check in with your leadership team throughout this process to ensure their approval once the Action Plan is complete.

If you opt to use the Be You Action Plan template, you'll add information in these categories:

| | |
|-----------------------------------|--|
| Priority domain | Which Be You domain are we addressing? |
| Key objectives | What are we trying to achieve for our learning community? |
| Measures of success | How will we measure success? |
| Actions | What specific actions will we take to achieve this goal? |
| Resources and supports | What practical things do we need? What can help us make this happen? |
| Roles and responsibilities | Who will be doing what? |
| Timelines | When will we do this? |

Primary and Secondary Schools example Action Plan



Date endorsed: 15 February 2019

Review date: 15 May 2019

Period plan covers: 2019

| Priority domain/s or focus | Key objectives | Measures of success | Actions | Resources and supports | Roles and responsibilities | Timeline |
|---------------------------------------|---|--|--|---|--|--|
| Mentally healthy learning communities | <p>What are we trying to achieve for our learning community?</p> <p>Understand mental health and wellbeing in learning communities</p> <p>Include by embracing diversity within the community</p> | <p>How will we know that we've achieved our objectives?</p> <p>Educators, families, children and young people survey results as indicated by the Be You Surveys show a 25 per cent improvement in 'I have a good understanding of mental health concepts' questions</p> <p>Risk and protective factors relevant to the developmental stages of children and young people within the school setting have been communicated to families via existing communication channels (the family portal and newsletter)</p> <p>Results for the protective factors question in the families survey improve by 10 per cent</p> <p>Results for the question 'I recognise the importance of using self-care strategies and managing my own mental health to best support the mental health of children and young people in my care' in the educator survey improve by 10 per cent</p> <p>Reported bullying incidents for Year 8 students decrease</p> | <p>Individual educator Professional Learning:</p> <p>All educators complete these professional learning modules:</p> <p>Understand mental health and wellbeing in learning communities and Include by embracing diversity within the community</p> <p>Action Team members attend Be You webinar on 'Protective and Risk Factors'</p> | <p>What practical things do we need? What can help us make this happen?</p> <ul style="list-style-type: none"> Support from the principal Allocated time during learning area meetings for educators to undertake one of the Professional Learning modules Computer and internet access for all educators to complete one of the Professional Learning modules during allocated meeting time | <p>Who will be doing what?</p> <ul style="list-style-type: none"> KD: Liaise with principal to gain support (for all action items) and send email to all staff updating them on Action Plan and Professional Learning focus KD: Track Professional Learning completion via Action Team Leader Dashboard JE: Coordinate re-distribution of Be You Survey tools towards end of term. Compare and share results | <p>When will we do this?</p> <p>By end of Term 1</p> |
| | | | <p>Collaborative activities uniting and engaging all educators:</p> <p>'Bring your scenario' activity outlined in Share and Extend Guide actioned during scheduled staff meeting. Focus of scenario is an example where educators have celebrated diversity within the classroom</p> | <ul style="list-style-type: none"> Support from the principal to run activity during existing staff meeting Share and Extend Guide | <ul style="list-style-type: none"> LE: Plan for and present at staff meeting | <p>By end of Term 2</p> |
| | | | <p>Whole service actions and strategies:</p> <p>Work in collaboration with Student Representative Council to establish shared language that promotes mental health and reduces stigma and exclusion. Reflect this in school inclusion policy</p> <p>Review Organising Speakers Guide to find appropriate presenters to share their personal experience and highlight the importance of inclusion, acceptance and embracing diversity</p> <p>Consult with families on updating school's bullying policy (as identified in Reflection Tool)</p> <p>Organise speaker to present to Year 8 students on bullying</p> | <ul style="list-style-type: none"> Actions Catalogue Consultant support Support from principal to engage with students in the Student Representative Council during existing lunchtime meeting Wellbeing Tools for You Organising Speakers Guide | <ul style="list-style-type: none"> TM/AT: Coordinate and facilitate Student Representative Council meeting and communicate with year level offices to include time allocation in next scheduled year level assemblies. Co-develop slide pack with students to present to peers TM: Communicate Action Plan summary TS: Write family portal or newsletter article about risk and protective factors NB: Develop staff meeting content about educator self-care LE/KD: Manage administration and logistics relating to Year 8 presenter | <p>By end of Term 2</p> |

Priority domain

If your Be You Consultant used the Priority Mapping Tool with you in Stage 2: Identify your learning community's needs, you'll have seen that the tool shows you the Be You domain (or domains) that are most relevant to your learning community's needs right now.

However, this is only a guide and your learning community may wish to focus on a different domain or include a focus area outside of that identified in the Be You Priority Mapping Tool. The Action Plan is flexible enough to allow your Action Team to select the priorities most relevant to your learning community, but we'd recommend keeping the priority relatively high level at this stage.

If you're at a secondary school, you may decide that strengthening how your learning community responds to suicide or attempted suicide is a priority. If this is the case, check out the [Suicide Prevention and Response](#) for information on what you can do as a learning community. This can form part of your overall Action Plan.

Key objectives

The key objectives give more detail about what you're aiming to achieve for your learning community within the priority domain. The Be You Priority Mapping Tool suggests Be You modules to start with which can also be used as your key objectives. Depending on your learning community, you may also decide that a focus area may also be planning on preparing for, responding to and recovering from a death by suicide or suicide attempt. The Suicide Prevention and Response resources on the Be You website are valuable in this planning process.

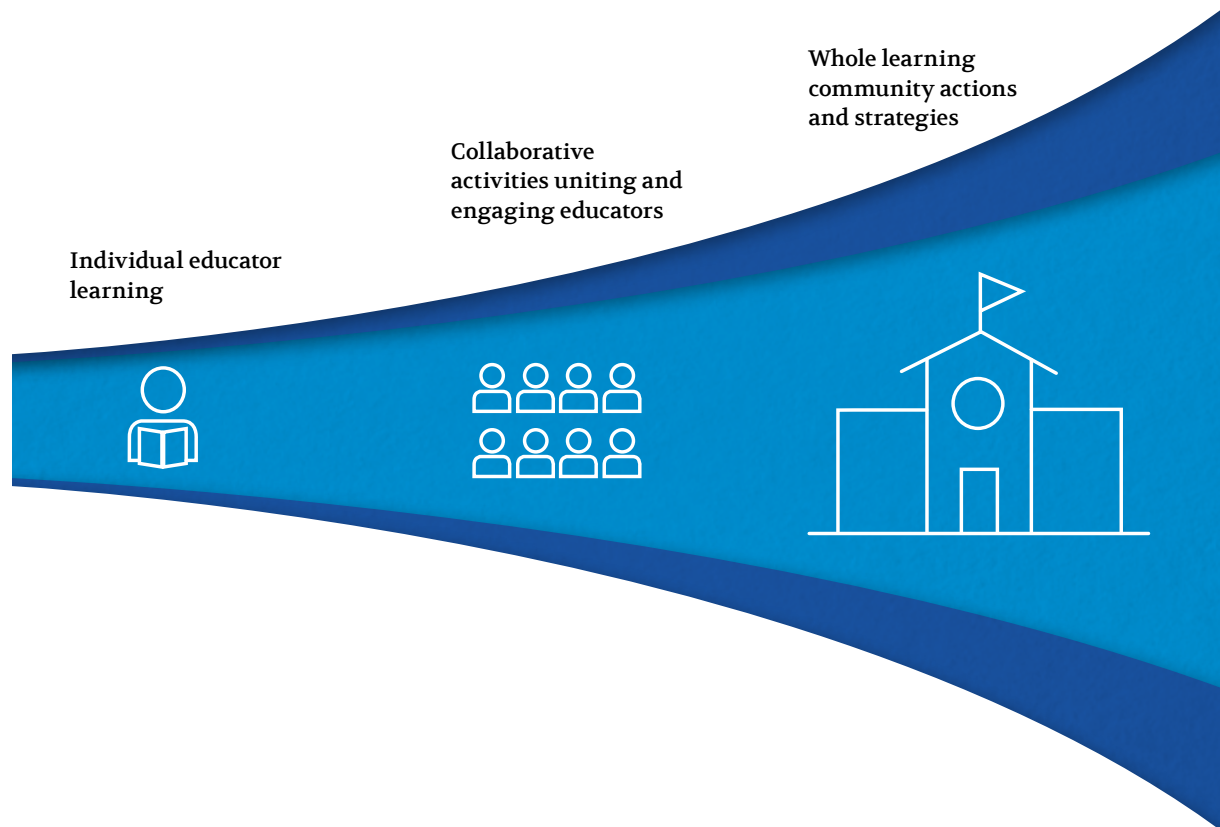
Listing key objectives helps to further distil your thinking about what you're setting out to achieve and gives everyone a clear sense of what you're collectively working towards.

Measures of success

Consider how you can measure the progress towards achieving your objective. Measures of success work best when they are clear, specific and relevant to the context of the learning community. Where possible, include quantifiable measures — for example, a five per cent improvement in "I have a good understanding of mental health concepts" questions on Be You surveys.

Actions

Now it's time to determine the concrete, practical actions that you'll take within each domain to address your objectives and achieve your measures of success. For each objective, it's good to have actions across three levels. While Professional Learning is at the heart of Be You, creating sustainable change doesn't finish there. A Be You whole learning community approach requires action at three levels:



| Level of action | What's involved / where you can find possible actions to take | Example actions |
|--|--|---|
| Individual educator learning | <ul style="list-style-type: none"> ✓ The Professional Learning module(s) that all educators are to complete ✓ The modules will ideally connect with the objectives you've set. | All educators complete the Understand module by the end of Term 1. |
| Collaborative activities uniting and engaging educators | <ul style="list-style-type: none"> ✓ The Be You Share and Extend Guide gives advice on possible ways to facilitate collaborative learning and collective discussion ✓ Once everyone has completed a specific module or read a Be You Factsheet, bring all educators together to share their new understanding and discuss how this can be applied as an individual educator and whole-of-learning community. These sessions can also take place before or during the time educators are completing the module ✓ Discussions relating to how learning can be translated to benefit the whole learning community can be reflected in actions and strategies included at the next level. | All staff meeting at the start of Term 2 to complete a group learning session to share understanding and possible application of the Affirm module. |
| Whole learning community actions and strategies | <ul style="list-style-type: none"> ✓ What practical actions will you take to embed long-lasting change in the learning community? This is where you include activities that have the broadest level of impact ✓ The Actions Catalogue is an extensive list of quick and longer-term activities you can use and adapt to your unique learning environment ✓ Programs Directory, Organising Speakers Guide ✓ Observations in your Reflection Tool. | Our inclusion policy is updated with language that promotes good mental health and wellbeing. |

Remember, when you're putting together your list of actions, don't try to do too much all at once. A smaller number of actions, implemented effectively and with the whole learning community in mind, will always have greater impact than a large number that are never fully completed. Be realistic about what the Action Team can accomplish and the amount of change your learning community will support at one time.

Resources and supports

Think about which resources and supports you might need to achieve your objectives. Talk with your school's leadership about what you need and when. Think about what might help you address potential challenges before they occur and what will help maximise the potential of the Action Team.

Resources and supports can encompass a lot of things, such as:

- time for Action Team members to meet outside of other responsibilities
- leadership recognition of Action Team members
- allocated time for educators to complete Professional Learning modules
- administrative support
- physical resources such as stationery, paper and printing.

Your Be You Consultant is always there to support you, too.

Remember, it's not up to the Action Team alone to implement the Action Plan. Involving others helps spread the work and gets other people participating in Be You. Talk to your school's leadership about encouraging other educators to assist with particular activities.

Don't forget to consider local community members and service agencies who may be able to share their expertise or work collaboratively with your learning community. For example, local health and community services may be able to attend an Action Team meeting to help discuss referral pathways or may want to be involved in a shared event.

Timelines

Once you've determined the actions you'll take to address your objectives, think through the timeframes required. Make sure your timelines are realistic and achievable, and factor in the individual needs of your learning community. Creating sustainable change takes time. Remember that the implementation process is continuous. Aligning timelines with existing planning and implementation cycles at your school can also be beneficial.

School leaders endorse the Action Plan

Make sure you've got the backing of your learning community's leaders.

Once you've put together the Action Plan, it's important to get the final tick of approval from your school's leaders. If you've checked in with them throughout development process, this is hopefully an easy step. Receiving final endorsement is a great demonstration of support for the Action Team, the implementation of Be You and, most importantly, clear action to promote a mentally healthy learning community.

A further demonstration of support is aligning the Action Plan with other key planning and strategy documents – you can also suggest this to your leadership team.

Share your Action Plan

Get the word out in your learning community.

You have an Action Plan and now it's time to share it! Getting the support of the broader learning community is just as important as getting school leaders on board.

When you're talking about your Action Plan with your learning community, it's a good idea to emphasise that:

- these are changes designed to encourage and support good mental health – taking action doesn't mean that there's anything wrong with the children and young people in your learning community
- this will be an ongoing process for the learning community, and that the activities in this Action Plan are not the only things you'll ever do. Encourage community members to contribute suggestions for future activities
- change can be challenging for some and it can be difficult to adjust how you do things. It's OK to feel uncomfortable at times if that discomfort leads to positive, meaningful change.

Stage 3 review

Have we achieved the outcomes for this stage?

- ☐ In consultation with the learning community, the Action Team creates an Action Plan that addresses the priority areas and needs identified in Stage 2: Identify your learning community's needs
- ☐ The Action Plan is comprised of actionable, realistic activities
- ☐ The Action Plan is connected with and embedded in existing service improvement cycles
- ☐ The Action Plan has the support of school leadership
- ☐ The learning community has a clear understanding of the Action Plan and how it addresses priority areas and needs.

Have we used all the supports available to us?

- ☐ Attend online events
- ☐ Engage with your Be You Consultant to help interpret information
- ☐ Connect with others to share learnings and gain additional support
- ☐ Ensure all members of the learning community have informed the development of the Action Plan.

Have we stopped to acknowledge key contributions and efforts?

- ☐ Acknowledge contributions of Action Team members
- ☐ Acknowledge key achievements
- ☐ Share progress with wider learning community.

Reflect and improve

- ☐ Reflect on what the Action Team could continue, stop, or start doing to ensure sustained success within this implementation stage.

Stage 4: Take action

It's time for your learning community to get to work.

You've identified your learning community's needs and put together an Action Plan. Now it's time to start putting all your work into action and seeing the benefits come to fruition!

Outcomes for this stage

*What do we want
to achieve?*

- ✓ Activities are implemented according to the timelines and priorities listed in the Action Plan
- ✓ Action Team feels supported by and has the backing of school leadership in implementing the Action Plan
- ✓ Challenges are identified as they arise and addressed proactively and sensitively
- ✓ Educators, students and members of your learning community feel supported, included and heard in their work to enhance a mentally healthy learning community.

Implementing the Action Plan

It's a bit like an instruction manual for how your learning community will Be You.

Your Action Plan outlines all the details needed to ensure success. Regularly refer to the Action Plan to ensure you're staying on track. It may be helpful to print the Action Plan and display it somewhere prominent.

Be mindful that meaningful change in mental health and wellbeing doesn't happen overnight, and that it can sometimes take a while before tangible results are seen. Managing expectations and keeping enthusiasm up among members of your learning community is a key job of the Action Team.

Work collaboratively as an Action Team to manage change

Change isn't easy and it's the Action Team's job to provide support.

Change can be confronting and challenging for some people, driving that change can be even harder. Remember to check in regularly with your fellow Action Team members. How is everyone travelling? Have new challenges emerged that you need to address? Is it necessary to involve other people in the Action Team to share the work? Hold regular Action Team meetings and consider including a specific 'check-in' agenda item where you take time to talk through how the implementation process is going for each of you.

It's also important to think through how the change process is affecting others in your learning community. It's normal to encounter some uncertainty and resistance as your learning community progresses through Be You.

| Challenge | Possible solution |
|--|---|
| Educators | |
| Educators feel they don't have time to fully explore the Professional Learning modules or really get involved with Be You | <ul style="list-style-type: none"> ✓ Consider whether it's possible to speak with school leaders about ensuring enough time is allocated for educators to complete Professional Learning modules ✓ Look at ways that educators can share their learnings with others who may not have completed Professional Learning modules (see the Share and Extend Guide for ideas) ✓ Remember that 'quick wins' can quickly add up to substantial, meaningful change. Emphasise to educators (and the Action Team) that making several small changes can be just as effective as fewer big actions, particularly when it comes to creating sustainable, long-lasting change. |
| Staff turnover makes it difficult to build and maintain momentum | <ul style="list-style-type: none"> ✓ Changing staff happens in every workplace and can pose a challenge when implementing changes. The addition of new educators can be a positive for Be You as it gives your learning community an opportunity to incorporate new ideas and fresh energy. Talk to new staff about their experiences fostering mental health and wellbeing at previous schools ✓ Think about how you can on-board new educators with information about Be You. For example, include the Educators Handbook as part of a welcome kit or having them sit in on an Action Team meeting in their first term so they get a sense of what Be You is all about. |
| Children and young people | |
| Students are not responsive to proposed changes and are not getting involved in your initiatives | <ul style="list-style-type: none"> ✓ Take a step back — how have you included the voices of children and young people in your planning? Do they feel included and heard in the process? ✓ How many of your activities are student-led? Is there scope to have young people design and implement changes themselves? ✓ Use the Programs Directory to help identify potential activities or presentations you could include to build enthusiasm among the student body or to address a particular area of concern to your young people. |

| Challenge | Possible solution |
|---|--|
| Families | |
| Families don't seem to understand the process or how they can get involved | <ul style="list-style-type: none"> ✓ Keep information up to date on your website and in newsletters, with clear calls to action when there are opportunities to get involved. |
| There are varying levels of family engagement with Be You | <ul style="list-style-type: none"> ✓ Are your communication strategies reaching all families? Think about how you can tailor your approaches to include different communities ✓ Recognise that not all families have the capacity to be heavily engaged in activities that not all families have the capacity to be heavily engaged in school activities for a wide range of reasons. Consider running smaller-scale activities that require less of a commitment and look at whether you can adjust when you hold events so as not to clash with work or religious commitments. |
| Families' levels of interest have been dropping away | <ul style="list-style-type: none"> ✓ Remember that levels of enthusiasm will naturally ebb and flow throughout the process, particularly once initial excitement dies down. ✓ Low levels of interest may indicate that you need to look at whether you're addressing the right priorities for your school right now. Consider using the Be You Surveys to gather feedback on how the implementation process is going and suggestions for new activities ✓ To avoid volunteer fatigue, consider developing a volunteer register where you can match learning community members to activities based on their availability and interests ✓ Are there people in your learning community who could advise on renewing enthusiasm and interest? Think about supporters who may work in public relations, media, organisational change or psychology ✓ Remember that the Be You implementation process is designed for schools to go at their own pace. This may mean periods of maintenance and rest before a period of renewed activity. |

Monitor progress

It's OK to change your Action Plan as you go.

It's important to keep an eye on the bigger picture as you're implementing activities. Keep an eye on your Action Plan and update it if and when you need to as unexpected challenges or changes pop up. It's not a failure to make changes as you go. Action Plans work best when they are responsive documents that reflect shifts in your learning community's needs and priorities and the resources and supports available.

Get your learning community involved

Working together will help you achieve great things.

Get your learning community involved in what you're doing! The more people involved in the process, the more likely it is you'll be able to achieve long-lasting, meaningful change. For example, regularly promote opportunities for families to get involved in the process using multiple channels, and where possible try to give a range of options that can fit in with a variety of working or caring commitments.

Stage 4 review

Have we achieved the outcomes for this stage?

- ☐ Activities are implemented according to the timelines and priorities listed in the Action Plan
- ☐ Action Team feels supported by and has the backing of the school's leadership in implementing the Action Plan
- ☐ Challenges are identified as they arise and addressed proactively and sensitively
- ☐ Educators, students and members of your learning community feel supported, included and heard in their work to enhance a mentally healthy learning community.

Have we used all the supports available to us?

- ☐ Attend online events
- ☐ Engage with your Be You Consultant to help interpret information
- ☐ Connect with others to share learnings and gain additional support
 - Ensure all members of your learning community have informed the development of the Action Plan.

Have we stopped to acknowledge key contributions and efforts?

- ☐ Acknowledge contributions of Action Team members
- ☐ Acknowledge key achievements
- ☐ Share progress with your learning community.

Reflect and improve

- ☐ Reflect on what the Action Team could continue, stop, or start doing to ensure sustained success within this implementation stage.

Stage 5: Monitor, review and improve

It's important not to set and forget your Action Plan.

Reflecting on progress and considering lessons learnt is vital for continual improvement. Equally, monitoring and reviewing provides an ideal opportunity to demonstrate and acknowledge achievement, assess how your learning community has embraced the Action Plan and how you as an Action Team have carried out your role.

Outcomes for this stage

What do we want to achieve?

- ✓ Your learning community has a clear understanding of what you've achieved so far in your implementation of Be You
- ✓ Your Action Plan is updated regularly and reflects the priorities and needs of your learning community.

Regularly monitor your progress

Checking in helps to keep you on track.

The Action Plan is intended to be a working document and we encourage you to regularly revisit it to assess your progress against your objectives. This will help you to acknowledge and record success, but also help identify further actions to achieve your objectives. In conducting your review, it may be useful to consider:

- what is working well and what can be improved
- whether the timing, resources and supports are still appropriate or whether these need to be amended
- if challenges or barriers have hindered progress, how these could be overcome or minimised
- which factors helped contribute to success and whether any learnings can be applied to other actions in the Action Plan
- if there are emerging issues which require inclusion in the Action Plan
- if any priorities have changed.

The review process will be determined by the timings established in your Action Plan, but you may also want to set up quarterly review meetings. You'll need to find a balance between not making the management of the Action Plan too difficult and ensuring the Action Team is working purposefully to deliver and extend its objectives. It helps to have Action Team meetings scheduled regularly, and a clear, shared understanding of what you'll be discussing each time you get together.

Conduct a formal review of your Action Plan

Learn from what you've done
to inform what you do next.

We encourage you to conduct a formal review of your Action Plan at the end of the Action Plan period. The timing of this is up to you, but we recommended reviewing the Action Plan on an annual basis, in line with existing reporting and strategic planning cycles. This will help you to evaluate and record the impact of your Action Plan.

Once this review process is complete you can close off and archive this Action Plan, or start a new version that considers any outstanding priority areas and objectives as well as learnings from implementing your first Action Plan.

Evaluating the impact of your Action Plan can be difficult, but it's a necessary step to celebrate your progress, build on your learning community's strengths and ensure that the work done through Be You can be captured and recognised in other planning cycles and frameworks. The measures of success outlined in your Action Plan will definitely help, so work through these and gather any necessary data.

This may be a good time to consider using the Be You Surveys again to gauge how your work may have influenced the attitudes and responses of educators, families and children and young people. Other data sources can also be key in measuring your impact. Look back at the sources you used in Stage 2: Identify your learning community's needs, and explore whether there's updated data available so you can make comparisons.

Make sure you capture what you've learnt as you look at your success measures. This may be in a formal report that goes to your school's leadership team or in another suitable document. Focus on what you've achieved and use what you learn to inform stage 2 of the process, where you revisit the implementation stages to create and implement your next Action Plan.

You will make steady progress as your journey unfolds, but it's important to accept that the dynamic nature of schools means the process, and your Action Plan, will continue to evolve.

Celebrate and share your achievements

You've done a great job so spread the word.

Sometimes we can forget to reflect on what we have achieved. We tend to focus on what is still to be done and take little time to look back on how far we have come. Each action you take, however small, to strengthen protective factors for mental health and wellbeing and lessen the impact of risk factors improves outcomes for your students.

Remember to celebrate successes, both large and small. Don't wait until you can talk about a big ticket win. This approach keeps energy and enthusiasm alive in your learning community, including in the Action Team. Ask people to share the positive impact of Be You for them personally or what they're most proud of. How has the Professional Learning changed their approach in the classroom or encouraged others to get involved in your learning community?

Suggestions for sharing and engaging with your learning community in Stage 5: Monitor, review and improve:

- Use the data you've gathered to measure the impact of your communications with your learning community. It's great to be able to share stories like "we've had a five per cent improvement in attendance rates since the start of term"

- Include a talk about Be You in any end of term or end of year celebrations. Perhaps students could present on what actions they've taken this year to strengthen mental health in your learning community
- Make sure you recognise the efforts of everyone who's made contributions so far, both large and small.

Enjoy what you've achieved and reward those involved. It's wise to implement ways to record and promote the work your school is doing and your achievements. This is another reason why it's advisable for an Action Team to lead Be You in your school rather than just one or two people.

Promoting what you have achieved is good for school business. Use your successes to showcase what your school offers to prospective students and their families.

As you engage with your learning community about what's been done so far, remember to emphasise that Be You is an ongoing process and that there's always space to grow and build on your strengths.

Connect with others outside of your learning community

Don't keep your success to yourself!

Sharing your experiences with other schools can be incredibly powerful — both for you and for others. Consider submitting a news item to the Be You team for sharing in a blog post or webinar.

Develop your next Action Plan

Onwards and upwards.

Implementing Be You at your school is an ongoing process — and it's about progression, not perfection. Working at maintaining good mental health in your school community is a continual process of planning, doing and reviewing.

Once you have closed off and archived your existing Action Plan, we encourage you to loop back to Stage 2: Identify your learning community's needs and develop a new Action Plan for the next period, such as the upcoming school year. The formal review process can help inform this. For example, you might draw on the lessons learnt and carry over any actions that were not fully achieved during the previous Action Plan period.

When developing your next Action Plan you may want to consider these suggestions.

| Stage | Things to consider |
|--|--|
| Stage 1: Lay the foundations for success | <ul style="list-style-type: none">✓ Has there been a change in leadership at your school?✓ Are there new people you need to gain the support of?✓ Is your Action Team still reflecting the diversity of your learning community?✓ Do you have the right mix of people involved to keep up the momentum? <p>Refreshing the membership of the Action Team can be important. This will ensure new perspectives and new energy are injected into the team, the workload is shared across the school community and an increasing number of people develop a sense of ownership of Be You and its implementation.</p> |
| Stage 2: Identify your learning community's needs | <ul style="list-style-type: none">✓ Have your school demographics changed?✓ Have there been any incidents or emerging issues since your last review that require attention?✓ How do educators, families and students feel about mental health and wellbeing and the previous actions that were undertaken? How have the attitudes of your learning community changed?✓ How have the actions you've taken affected other areas of the school? Have there been any unintended positive consequences? <p>Consider re-issuing Be You Surveys to educators, families and students, and reviewing other existing data sources to help determine your new priorities. The areas for strength and areas for growth may have shifted substantially since the last time you considered your priorities.</p> |
| Stage 3: Develop a plan | <ul style="list-style-type: none">✓ Why you were able to achieve success in particular areas? What did you do to ensure success? Could this be replicated elsewhere?✓ How can you build on your achievements and ensure that the change is long lasting?✓ How well are you capturing the voices and inputs of your learning community? Are you involving all the facets of your community or only some?✓ What new external supports could you draw upon? Are there members of the community or local services you could connect with?✓ Were there any barriers or challenges which hindered your progress in the last Action Plan? And how did you address these? How can you try to avoid or minimise the likelihood of encountering the same barriers in this Action Plan? |

Be You Levels of Participation

Gain official recognition of your success.

Depending on where your learning community is in its Be You journey, you may like to consider working towards the achievement of a participation level. Each participation level recognises the work that learning communities do to nurture and support good mental health and wellbeing. Highlighting your level of participation to the wider learning community can also promote your commitment to continuous improvement.

The levels of participation include:

- Initial participation
- Emerging
- Embedding
- Leading.

Talk to your Be You Consultant about how your learning community could work towards a level of participation.

Stage 5 review

Have we achieved the outcomes for this stage?

- ☐ Your learning community has a clear understanding of what you've achieved so far in your implementation of Be You
- ☐ Your Action Plan is updated regularly and reflects the priorities and needs of your learning community.

Have we used all the supports available to us?

- ☐ Attend online events
- ☐ Engage with your Be You Consultant to help interpret information
- ☐ Connect with others to share learnings and gain additional support
 - Ensure all members of your learning community have informed the development of the Action Plan.

Have we stopped to acknowledge key contributions and efforts?

- ☐ Acknowledge contributions of Action Team members
- ☐ Acknowledge key achievements
- ☐ Share progress with your learning community.

Reflect and improve

- ☐ Reflect on what the Action Team could continue, stop, or start doing to ensure sustained success within this implementation stage.

Time to get started

By becoming a Be You Learning Community you're making a powerful commitment to supporting the mental health and wellbeing of children and young people.



Have questions? No problem. If you're a registered Be You Learning Community, Action Team Leaders can find the contact details for your Be You Consultant on their online dashboard. Alternatively, get in touch with us at beyou.edu.au/contact

