

Wellbeing Coordinator Guide

For counsellors, psychologists, wellbeing coordinators and child safety leads

The National Childhood Protection Initiative · 2026

Why you are receiving this

This program discusses personal safety, trusted adults and help-seeking with students. Content of that kind prompts disclosures — reliably and without anyone asking a direct question. We assume that will happen in your school and this guide exists so the person responsible for managing it is informed before the sessions run, not after. It was written in response to feedback from a school counsellor who told us, correctly, that our materials addressed teachers and overlooked you.

1. What the program is, in sixty seconds

Students from Kindergarten to Year 12 create a written or visual piece in response to age-appropriate prompts about what it means to feel safe, who they can turn to and why speaking up matters. Most classes use one or two sessions. It is free and it is a creative initiative, not a curriculum or an intervention.

What it deliberately is **not**:

- It is **not a therapeutic program** and makes no clinical claims.
- It does **not ask students to write about their own experiences of harm**. Prompts ask what keeps them safe and who they can turn to — not what has happened to them.
- It does **not replace, alter or complicate** your child-safe framework, mandatory reporting obligations, or pastoral care processes.
- It involves **no contact between the Foundation and any student**. Everything is teacher-mediated and entries are submitted under a code — the Foundation never receives a child's identity.

2. What to expect — stated plainly

Assume disclosures. A disclosure does not require a direct question. Discussion of trusted adults, safe and unsafe feelings, or where to seek help is sufficient to prompt a student to identify something in their own life. This is an anticipated feature of protective-behaviours content, not a failure of the program or the teacher. The correct posture is to plan for it.

Realistically, across a participating cohort you may see:

- **Direct verbal disclosures** to the classroom teacher during or after a session.
- **Indirect indicators in the creative work itself** — content, imagery or tone that suggests a concern, sometimes from a student who has said nothing.
- **Delayed help-seeking** — a student who approaches a trusted staff member days later, having been given language for something they could not previously name. This is the outcome the program is designed to produce and it is a success, not an incident.
- **Emotional activation without disclosure** — a student who becomes upset and does not want to explain why.

Nothing in the above is unique to this program — it is the ordinary consequence of protective-behaviours education, which is already present in the Health and Physical Education curriculum from the first year of school. What is different is that we are telling you it is coming.

3. Where your role sits

The Foundation's position is that responsibility for managing wellbeing concerns belongs with your school's existing structures, staffed by the people trained for it. We do not ask teachers to perform any function outside their ordinary scope of practice.

Task	Who does it	Notes
Facilitating the sessions	Classroom teacher	Ordinary teaching. Prompts are supplied and require no specialist training.
Responding in the moment to a disclosure	Classroom teacher	Listen, reassure, record, report — the standard mandatory-reporter response every Australian teacher already holds. Teachers are explicitly told not to investigate, assess or promise confidentiality.
Deciding what happens next	Your wellbeing / safeguarding structure	Referral, support planning, notification and follow-up run entirely through your school's existing pathways. The Foundation has no role and receives no information.
The welfare and content screen	Classroom teacher, with you available	Teachers review entries before submission. This is a judgement about whether a piece of work suggests a concern — not a clinical assessment. Teachers are instructed to bring anything uncertain to you rather than decide alone.
Anything involving a specific child	Your school. Never the Foundation.	We hold no student identities and cannot act on an individual matter. Any concern raised with us is referred back to the school, or to emergency services where a child appears to be at immediate risk.

4. What we recommend, as the people running it

- **Be told before it runs.** Ask that any teacher participating notifies you first. We have written this instruction into the Teachers Pack, but it works better when it comes from you as well.
- **Time the sessions near support.** Run them when you or another wellbeing staff member are on site, and avoid the final period before a weekend or holiday break. If a student needs someone afterwards, it should be the same day.
- **Decide the setting yourself.** Some schools will run this as ordinary classwork; others will place it inside pastoral care, wellbeing lessons or a supported group. Both are legitimate and the program is designed to work either way. In a secondary context, where a classroom offers less privacy and students are less willing to seek support publicly, a wellbeing-supported setting is often the better choice — that is your call, not ours.
- **Scale participation to your capacity.** A school may enter one class, a year group, or the whole school. If your wellbeing team is stretched, a single class is a complete and legitimate way to take part.
- **Brief participating staff on your escalation pathway** before the first session, so a teacher who receives a disclosure knows exactly who to go to and how fast.

- **Treat the creative work as potential information.** Entries are reviewed before submission anyway; it costs little to have a second set of eyes on anything that gives a teacher pause.

5. If a concern arises

Use your own procedures. They take precedence over anything in this pack. For completeness, the sequence the Teachers Pack gives staff is:

- **Listen** — calmly, without probing or leading questions.
- **Reassure** — acknowledge that telling someone was the right thing to do. Do not promise confidentiality.
- **Record** — in the student's words, in accordance with school procedure.
- **Report** — to the Child Protection Officer, Principal or your nominated lead, immediately, in line with your state's mandatory reporting obligations.

Teachers are told explicitly that they are not to investigate, verify or assess an allegation. A state-by-state summary of reporting obligations is included in the Teachers Pack (Appendix A), presented as a general guide only — your own policy and your jurisdiction's requirements govern.

A student who is entered in the initiative and later becomes the subject of a wellbeing concern **does not need to be withdrawn**, and no notification to the Foundation is required or wanted. Entries carry no identifying information. If a school does wish to withdraw an entry for any reason, it can be done by quoting the entry token alone — no explanation and no student name.

6. Privacy — the part that usually concerns you most

- Student **names and signed consent forms remain at your school**. They are never sent to us.
- Each entry is submitted under a **code generated at your school**, using an offline tool. The lookup table linking code to student stays on your premises.
- Judging is **blind** — assessors do not know whose work they are reading.
- There is **no national database of children's identities**, because one is never assembled.
- The single exception is the **senior video and audio category**, where entries necessarily show faces or voices. That track requires explicit publication consent up front, is handled only by personnel holding a current Working with Children Check and non-winning material is destroyed within 60 days.

Your school becomes the permanent holder of the identity information. Access, correction and withdrawal requests come to you, not to us. That is the deliberate trade-off of this design and it is the reason we can say the Foundation never holds a child's identity.

7. Questions we would expect you to ask

If any of the following are unresolved for you, the program should not run in your school until they are. Contact schools@cpf.org.au or **0421 822 576** and we will answer in writing.

- What exactly does the Foundation receive and can I see a sample submission?
- Who assesses entries and what checks do assessors undergo?
- How is the senior video category material stored and how is its destruction evidenced?
- Can I see the full prompt set for the year levels we would enter, before we commit?

- What is the Foundation's child-safe policy and how does it map to the National Principles for Child Safe Organisations?

Everything is published in advance at www.cpf.org.au/schools. Nothing about this program is withheld from the school considering it — including the material in this guide.

If a child is at immediate risk

Call 000. For advice and support: Kids Helpline 1800 55 1800 · Lifeline 13 11 14 · 1800RESPECT 1800 737 732 · 13YARN 13 92 76. Your state child-protection helpline details are in Appendix A of the Teachers Pack.

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