

Tamborine Mountain State High School



Student Wellbeing Policy

Student Wellbeing

Tamborine Mountain State High School is committed to looking after the needs of all students, nurturing their growth and development within a safe and caring environment.

Student wellbeing features prominently in all aspects of school life and in the daily experiences of each individual in our community.

Tamborine Mountain State High School aims to provide a pleasant, safe and secure environment where students, staff and parents/caregivers value each other, work together to improve and excel, and treat each other fairly. The school aims to develop student's self-discipline, responsibility, fairness and co-operation.

The school is committed to the social, physical and emotional development of our students.

- Healthy students – physically, emotionally and mentally – who are engaged in school life.
- Students who are concerned with the wellbeing of others.

Curriculum and Pedagogy

The Student Wellbeing Policy is central to actively supporting the on-going growth of students within their learning environment. Such growth will best occur within a caring, secure and well managed environment where there is positive recognition for student achievement and where positive learning behaviour is displayed.

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Pedagogy that enhances wellbeing builds positive relationships -

- Year 10 Pathways, career development and life skills
- Years 8-9 Health and Physical Education
- Years 11-12 Physical Education, Recreation Studies
- Lunchtime sport
- First Aid courses
- Sport
- Year 7 Transition Programme
- Brainstorm Productions – Cyber Bullying
- Drug Education
- Years 7 – 9 Life Education.

School Expectations

- provision of appropriate student services
- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Learning Environment

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing

- Implementing consistent school-wide rules and consequences
- Encouraging student voice and participation
- Inclusion of SWD in mainstream classes
- Provision of welfare services – School based Youth Nurse (SBYN), Chaplain, Guidance Officer, Clinical Social Worker, Headspace Psychologist and Head of Department – Special Education.
- Whole school commitment to Smart Choices- Healthy Foods
- Providing staff mentoring and coaching
- Development of a whole school reading framework.
- Peer Support Programme.

Policies and Procedures

Policy intentions are transformed into action by school staff, students and the wider community.

- Anti-Bullying Policy.
- Responsible Behaviour Plan
- Code of Conduct
- Management of students with specialised health
- Responsible administration of medications for students
- Smart Choices- Healthy food and drink supply strategy.

Digital Citizenship

Students learn to respect themselves and others on the internet, learning about password safety, gaming, their digital image and cyberbullying.

Student Support

The Student Welfare Staff and Student Support Leaders (SSL) are committed to ensuring students have a safe and supportive school, productive learning and develop good relationships. They support students across the range of well-being issues that confront adolescent learners.

Holistic service provision aims to provide the most appropriate assistance and services to students to promote their ability to achieve academically, socially and emotionally.

Holistic service provision involves:

- Comprehensively assessing support needs in the context of the student's school performance and emotional and psychological maturity.
- Identifying, acknowledging and developing the existing strengths and skills of students.
- Developing classroom based strategies to overcome problems.

- Following a case work approach.
- Maintaining up to date and accurate records that can be utilized and shared by the relevant professionals as a high quality resource, while ensuring the privacy and confidentiality of students and their families.
- Involving family members in discussions about their child's additional needs and ensuring that school and Student Support Services officers maintain open lines of communication at all stages of referral, assessment, intervention and evaluation.
- Drawing on partnerships with external service providers to facilitate the provision of additional support as appropriate. This may include community service providers, other government departments and not for profit agencies that can provide support to students and their families, either within the school environment or in the community.

The Student Support Team work together to -

- Ensure the health and well-being of students
- Support students to have happy and productive lives
- Establish networks of support personnel to provide appropriate levels of support for the individual needs of students.

Available specialist support -

- Guidance Officer
- School Nurse
- Social Worker
- Headspace Psychologist
- Youth Support Officer
- Chaplain
- Industry Liaison Officer
- Student Support Leaders

Individual support typically includes -

- Acknowledging and understanding issue
- Mediation (if required)
- Facilitated problem solving
- Goal setting
- Behaviour strategies including building confidence and self-esteem
- Monitoring.

Referral Process

Students may refer themselves for assistance or a referral may be made by a staff member or parent/caregiver.

Developing a Culture of Support

1. Knowing our students requiring improved mental health

- Ensure awareness of student choices/behaviour that might indicate wellbeing compromise
- Encourage student to voice and respond appropriately
- Collate data for students with potential mental health and wellbeing issues
- Share data with our Student Welfare and Student Support Teams.

2. Identification and Response

- Confirm behaviours that may be an indication of developing mental well being issues
- Discuss behaviours that may provide warning signs
- Refer to relevant stakeholders, Administration team, Student Welfare and Student Support Teams
- Interactions with parents/caregivers.

3. Responsive Provisions for Students

- Negotiate provisions to support learning
- Review delivery modes for students with mental health issues
 - Part-time attendance with teacher email support
 - Investigate School of Distance Education replacement subjects
- Differentiate e.g. Special Provisions Policy.

4. Senior Phase of Learning

- Following and applying where appropriate QCAA AARA Policy (Access – arrangements and reasonable adjustments).

5. Responsive and Supportive Staff

- Educate staff regarding DoE policies re: mental health and wellbeing
- Provide professional development on teaching students with mental conditions
- Provide insights into what the student's experience – e.g. anxiety, depression, self-harming, trans-gendering, trauma
- Build communication skills and respect for students with mental health conditions
- Educate staff regarding the various conditions and their symptoms
- Promote website e.g. Mind Matters.

6. Responsive and Supportive Families

- Provide access information e.g. websites, professional support etc
- Provide information regarding access to on-going educational programmes
- Liaise with the case manager to monitor student's progress.

7. Mental Health and Wellbeing Advocate Role

- Intitiate the necessary conversations to support students
- Advocate for students with staff
- Review policies and procedures to assist students with mental health issues
- Support Guidance Officer, Social Worker, Nurse and Chaplain in working with children and families
- Advocate for families
- Advocate the student voice in the implementation of the support plan.

<https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/student-health-wellbeing>

<http://ppr.det.qld.gov.au/education/learning/Pages/Supporting-Students'-Mental-Health-and-Wellbeing.aspx>

Safety Map

The Safety Map (Headspace) provides a list of factors that can be used to determine the significance of the student's emotional distress and the impact that it is having on the student's usual functioning.

SAFEMinds.

SCHOOLS AND FAMILIES ENHANCING MINDS



NOTICE

...changes in mood and behaviour that may indicate a child or young person is having difficulties managing emotional distress



INQUIRE

...screetively and competently about the child or young person's circumstances



PLAN

...appropriate first steps and possible referrals within or outside school setting to support the child or young person

NIP IT IN THE BUD!



SAFETY MAP

SAFEMinds is a partnership between:



The SAFEMinds Safety Map provides a list of factors that can be used to determine the significance of the student's emotional distress and the impact that it is having on the student's usual functioning. It helps you to review a student's level of distress and offers suggestions on how to respond appropriately. It considers a student's emotional distress and how it is affecting their thinking, emotional state and behaviour, academic performance, self-care and appearance, ability to carry out daily activities and engage in satisfying social relationships.

FEATURES OF THE SAFETY MAP

DEGREE OF EMOTIONAL DISTRESS

- An increasing scale from Very Low to High that measures the amount and frequency of expressed emotional distress from least to most extreme.

DETERMINING FACTORS

- Factors for consideration when assessing the child or young person's wellbeing. The determining factors are the severity, complexity and impact of the emotional distress, the student's relative developmental status and their risk of harm to self and/or others.

INDIVIDUAL CONTEXT

- Knowledge of risk and protective factors can help schools consider how the student's individual context can impact on their wellbeing.

RECOMMENDED ACTION

- Provides decision guidance for schools for planning purposes.

WHO SHOULD BE INVOLVED?

- Provides guidance for schools about who should be informed and/or involved in the support of the student within and outside the school.

CONSIDERATIONS

- Not all students will fit within one "Degree of Emotional Distress" and in this situation it is best to consider the Recommended Actions associated with the most common and highest chosen "Degree of Emotional Distress".
- Schools need to exercise their best judgement in responding to a situation and seek out additional support and advice from a mental health care professional when the situation is beyond their capacity and expertise.
- If an external agency is required the student should feel empowered and be engaged in the decision-making process around seeking further support where this is possible.
- For advice regarding management of self harm in schools [REFER TO > SAFEMinds RESPONDING TO SELF HARM IN SCHOOLS FLOWCHART](#) or guidance available within your state or sector
- Teachers are required to report situations where they believe a student is at risk of harm, in line with mandatory reporting legislation.
- Sensitive or personal information should only be shared on a 'need-to-know' basis and this will be dependent on level of risk.

HOW TO USE THE SAFETY MAP

- 1 Consider each of the Determining Factors and choose the statement from the Degree of Emotional Distress columns that best applies to the situation.
- 2 Consider the student's Individual Context. For a list of risk and protective factors for children and young people [REFER TO > SAFEMinds INQUIRE TIP SHEET](#)
- 3 Prioritise Determining Factors and consider the impact that the student's Individual Context has on these.
- 4 Decide on the most appropriate Recommended Action.
PLEASE NOTE: If "High" is chosen against any of the Determining Factors, schools should immediately contact the student's parents or carers; and a Tier 3 mental health professional for additional support (e.g. Child and Youth, or Youth specific Mental Health Services).
- 5 Consult with other staff members/school wellbeing staff for support and guidance.
- 6 Completing the Safety Map may also raise other concerns/issues that need further discussion/inquiry. It is important to determine who is best placed to follow up these issues and when this should occur.

DEGREE OF EMOTIONAL DISTRESS

		VERY LOW ISOLATED incident of emotional distress	LOW EMERGING or OCCASIONAL difficulties in managing emotional distress	MED SIGNIFICANT changes in SOME areas of usual functioning	HIGH SIGNIFICANT changes in MANY areas of usual functioning
DETERMINING FACTORS	Developmental Status <i>Is this 'normal' for this stage of development?</i> <i>Are the experiences/reactions common in others of the same age?</i>	Developmentally appropriate emotional or behavioural reaction (e.g. adolescent upset about romantic failure).	Strong reaction to normal issues that arise at developmental stage (e.g. peer problems).	Behaviour abnormal or outside of normal developmental expectations (e.g. secondary school student crying in front of peers when leaving primary caregiver).	Extreme behaviours beyond normal range for developmental stage (e.g. school refusal as does not want to be without primary caregiver).
	Severity <i>How acute is the distress?</i> <i>Level of distress experienced by student or others.</i>	Transient difficulties or isolated incidents in response to everyday worries that occasionally, or in this instance, have become out of hand. Able to be calmed or calm self down. Able to return to usual learning and social tasks.	Intermittent pattern of distress that arises in specific settings (e.g. yard or assembly, a particular class) or is prolonged in a single area (e.g. peer relationships). May need assistance or intervention to return to normal functioning.	Frequent emotional distress, significant changes in behaviour that affect normal functioning or significant changes in some areas of usual functioning (e.g. inconsistent attendance, changes in academic results). May be prolonged for four weeks or more.	Persistent or ongoing distress without clear trigger. Very difficult to resolve distress. Significant changes in many areas of usual functioning (e.g. social and academic).
	Complexity <i>How many complaints or problems?</i> <i>Number and severity of complaints and behaviour and/or mood changes.</i>	Isolated disturbance of behaviour or emotional distress in response to life event (e.g. death in the family, peer problems, mild anxiety associated with school work or exams, peer relationships).	Intermittent emotional distress in response to one or more life events or settings (e.g. parental separation, significant and prolonged negative changes in academic performance, bullying, negative relationships with teachers, experimenting with risk-taking behaviours).	Multiple factors impact student's mental wellbeing and functioning. Perhaps difficulty managing daily routines, poor academic performance, withdrawal or antisocial behaviour. Sudden and unexplained changes in self-care (e.g. appearance, sleep, diet, exercise).	Persistent or ongoing distress at home, school and with peers that severely impacts on many areas of usual functioning. Markedly changed behaviour (e.g. severely withdrawn or isolated behaviour, refusing to attend school, high aggressive, obsessive or antisocial behaviour). May have poor hygiene or self-care.
	Impact <i>How is this affecting the student's day-to-day life?</i> <i>The impact of the problems on different parts of the student's life.</i>	Brief interference with functioning and only minimally or temporarily disturbing to others. Able to return to usual academic, social and required functioning quickly.	Some sporadic difficulties in a single area of functioning but generally managing well. Disturbance would be apparent to those who encounter the student in a particular setting but not in others.	Significant changes in some areas of usual functioning, interference in most social areas or severe impairment of functioning in one area (e.g. school refusal, withdrawn, frequent anxiety attacks, aggressive or antisocial behaviour but able to maintain some meaningful social relationships).	Significant changes in many areas of usual functioning. Major impairment to functioning in several or all areas.
	Risk of Harm <i>Is the person at risk of harm to themselves and/or others?</i> <i>The risk of harm to self and/or others in response to their distress.</i>	No risk of harm to themselves and/or others. Not known at this stage.	No significant physical harm to self and/or others. May have fleeting thoughts of self harm or aggression. Aggressive behaviour may have minor or temporary negative impact on social relationships or academic performance. Experimentation with illicit drugs or alcohol.	Moderate risk of harm to self and/or others. Thoughts of self harm and/or suicide. Occasional self harm. Behaving aggressively to others. Regular use of illicit drugs or drinking alcohol, perhaps within school hours.	High risk of harm to self and/or others. Recurrent self harm and/or frequent aggression towards others. Needs considerable supervision. May have frequent suicidal ideation or attempts. Excessive consumption of illicit drugs or alcohol.
INDIVIDUAL CONTEXT	Risk Factors <i>What is increasing vulnerability?</i> <i>The absence of supportive social relationships, attachments and personal strengths.</i>	No significant risk factors.	A few significant risk factors that can sometimes negatively influence functioning and can sometimes cause emotional distress.	Some significant risk factors that often influence functioning and increase risk of mental health issues.	Many significant risk factors that always influence functioning and increase risk of mental health issues.
	Protective Factors <i>What is decreasing vulnerability?</i> <i>The presence of supportive social relationships, attachments and personal strengths.</i>	Many significant protective factors that maintain usual functioning and decrease risk of mental health issues.	Some significant protective factors that often maintain functioning and decrease risk of mental health issues.	Few significant protective factors that can maintain usual functioning and decrease risk of mental health issues.	Minimal protective factors
MANAGEMENT		Can be managed within the school.	Secondary consultation or external referral required REFER TO > SAFEMinds SYSTEM OF CARE MAP		
RECOMMENDED ACTION		Support and early intervention.	Inform parents or carers. Consult internally or seek specialist advice and support; and monitor.	Inform parents. Possible external referral required.	Inform parents. External referral required.
WHO SHOULD BE INVOLVED?		Teacher/school staff/parents or carers	Student wellbeing team/parents or carers/ Tier 1 services	Student wellbeing team/parents or carers/ Tier 2 services	Student wellbeing team/parents or carers/ Tier 3 mental health or emergency services



A SUMMARY OF EACH DEGREE OF EMOTIONAL DISTRESS AND RELATED INTERVENTIONS

VERY
LOW

ISOLATED INCIDENT OF EMOTIONAL DISTRESS

- Student may be experiencing an isolated incident of emotional distress. For example, the death of a family member or adolescent relationship break-up.
- Their response is appropriate for the particular situation and generally only affects the student for a short period of time.
- The responsive classroom teacher or school staff member should be capable of managing the situation.
- Students often benefit from talking to someone who is willing to listen. Having an adult to trust to confide in can be an important protective factor.

LOW

EMERGING OR OCCASIONAL DIFFICULTIES IN MANAGING EMOTIONAL DISTRESS

- Student may be presenting with emerging or occasional difficulties in managing their emotional distress. For example, prolonged parental separation or bullying.
- This student can be supported within the school setting using a collaborative approach between the student, classroom teacher, parent/carer and the school's wellbeing team.
- Referral to a Tier 1 service (e.g. GP or school wellbeing team) and/or the use of a brief intervention psycho-education program like the *Safe and Healthy Bodies* or *Safe and Healthy Minds* packages may be of benefit. The focus of these packages is on how physical health and problem solving skills impact on wellbeing.

MED

SIGNIFICANT CHANGES IN SOME AREAS OF USUAL FUNCTIONING

- Student is showing significant changes in some areas of their usual functioning. This may take the form of inconsistent attendance or changes in their academic results and may occur for four weeks or more.
- This student will usually require more support than the school has capacity to provide.
- It is recommended that the school and parent/carer seek secondary consultation through a general practitioner to a Tier 2 mental health service such as: *headspace*, Medicare Local, Family Mental Health Support Service.

HIGH

SIGNIFICANT CHANGES IN MANY AREAS OF USUAL FUNCTIONING

- Student is displaying significant changes in many areas of their usual functioning.
- If a student is assessed as having even one "Determining Factor" that falls within this Degree, schools should immediately contact the student's parents or carers; and a mental health professional for additional support (e.g. Child and Youth, or Youth specific Mental Health Services).
- In particular, if a student is a risk to themselves and/or those around them, they will require immediate support or intervention from a Tier 3 mental health or emergency service.

The SAFEMinds Safety Map has been adapted from:

- The Victorian Child and Youth Mental Health Service (CYMHS) Triage Scale, health.vic.gov.au/mentalhealth/triage/scale0510.pdf, 2010
- The Royal College of Psychiatrists (UK) Children's Global Assessment Scale (C-GAS), rcpsych.ac.uk/pdf/CGAS%20Ratings%20Guide.pdf, 1988
- The Victorian Department of Health's CAMHS in Communities, health.vic.gov.au/mentalhealth/camhs/camhsrep0906.pdf, 2006
- Darebin Schools Network Identifying and Managing Risk Project - Darebin Risk Assessment Screening Tool (DRAST), 2007