

# St Patrick's School Katanning

## Mental Health and Wellbeing Plan



Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

### AIMS & BELIEFS

- We seek through this policy, to promote staff, student and family wellbeing and mental health.
- We actively encourage the use of strategies that foster mental health and wellbeing.
- We understand that the mental health and wellbeing of families, teachers and the leadership team/principal directly impacts the child's capacity to learn.
- We consider the best interests of the child, staff member or family when mental health difficulties arise in our school community.

Key documents that guide the construction of this policy are

- CEWA Strategic Wellbeing Framework
- School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury.
- Gatekeeper Suicide Prevention Guidelines.

### RESPONSIBILITIES OF FAMILIES

- Have transparent and open discussions with school personnel about your child/childrens mental health and wellbeing.
- Work with teachers, external agencies and the leadership team to support children who have ongoing mental health conditions.
- Apply preventative mental health and wellbeing strategies at home such as ensuring your child has enough sleep, packing healthy lunch box snacks and planning time for exercise in your child/childrens day.
- Ensure your child/children attend school regularly.
- Attend mental health and wellbeing workshops offered by the school.
- Empower your child to take control of their own mental health in a developmentally appropriate manner. Eg. Telling a teacher if something is making them uncomfortable, encouraging resilience and grit when completing challenges.
- Support the Crunch and Sip program by providing fruit/vegetables for your child daily.

## RESPONSIBILITIES OF STUDENTS

- Speak regularly with adults about how you are feeling. Let an adult know immediately if you feel unsafe.
- Participate during daily movement activities.
- Participate during Crunch and Sip.
- Participate in Making Jesus Real (MJR) and/or URSTRONG (friendship program) lessons in class time and listen to MJR and/or URSTRONG presentations during Monday assembly.
- Apply MJR and/or URSTRONG strategies when facing challenging situations or school events.
- Attend school regularly.
- Make sure you are eating enough at recess and lunch time.
- Make sure that you are having enough sleep at night.
- Take advantage of opportunities to be outdoors.
- Apply URSTRONG strategies in the playground and classroom.

## RESPONSIBILITIES OF TEACHERS

- Have transparent and open discussions with parents and the leadership team about student mental health.
- Work with parents, external agencies and the leadership team to support children who have ongoing mental health conditions.
- Explicitly teach resilience, determination, positive thinking/self-talk in line with the Making Jesus Real sequence developed by the leadership team.
- Value/consider student voice when creating class rules and expectations and designing learning programs.
- Deliver mental health content as outlined in the Western Australian Health Education Curriculum.
- Deliver the Protective Behaviours Curriculum as a way of maintain student awareness and safety.
- Provide opportunities for all students to engage in daily movement activities.
- Provide time daily for students to engage in Crunch and Sip.
- Identify and document mental health warning signs in students and discuss these with parents and the leadership team when relevant.
- Work with external agencies, leadership and where relevant the Gatekeeper Suicide Prevention Officer to develop Mental Health Plans for students with ongoing mental health conditions.
- Report concerns involving mental health and harassment to the School Principal and/or Harassment Officer.
- Complete CEWA Child Safe Framework Training annually.
- Immediately report students and staff experiencing mental health crisis to the Suicide Gatekeeper Prevention Officers.
- Maintain healthy boundaries around work life balance.
- Adopt realistic habits around responding to communication from parents and other staff members.
- Access the CEWA Employee Assistance Program if necessary.
- Implement whole-school URSTRONG program.

## RESPONSIBILITIES OF THE LEADERSHIP TEAM AND PRINCIPAL

- Work with parents, teachers and external agencies to support children who have ongoing mental health conditions.
- Organise and assist the wider school community in learning about positive mental health and wellbeing.
- Ensure that the voice of all staff is heard and validated during staff gatherings, Professional Learning Communities and Performance Enhancement Meetings.
- Provide opportunities for student voice to be heard- e.g. Through Milo Meetings etc.
- Provide opportunities for staff to engage with each other socially as well as professionally to foster workplace morale and staff wellbeing.
- Develop a Making Jesus Real/URSTRONG termly plan which aligns coping strategies with challenging school events.
- Report students and staff experiencing mental health crisis to the Gatekeeper Suicide Prevention Officers.
- Select appropriate staff to train as Gatekeeper Suicide Prevention Officers.
- Provide release time for Gatekeeper Suicide Prevention Officers to respond to mental health crisis referrals if necessary.
- Assist staff in the creation of Mental Health Management Plans if necessary.
- Complete CEWA Child Safe Framework Training annually.
- Work with CEWA Crisis Response Team to develop a Postvention Plan in the case of a community suicide.
- Actively promote and encourage healthy work-life balance and wellbeing in staff body.
- Maintain healthy boundaries around work life balance.
- Adopt realistic habits around responding to communication from parents and other staff members.
- Access the CEWA Employee Assistance Program if necessary.
- Lead and support staff in implementing the URSTRONG program.
- Lead and support staff in successfully implementing the whole school wellbeing plan.

## RESPONSIBILITIES OF GATEKEEPER SUICIDE PREVENTION OFFICER

- In situations of serious mental health crisis call emergency services and where appropriate follow advice from CEWA Psychology, Safety and Wellbeing Directory.
- Perform a written risk assessment of all students referred for mental health crisis.
- Make appropriate decisions based on risk assessment data around notification of parents, ambulance contact, involvement of CAMHS etc.
- Debrief with staff who have referred a student for mental health crisis.
- Debrief with other Gatekeeper Suicide Prevention Officers about mental health crisis incident and risk assessment.
- Assist staff in the creation of Mental Health Management Plans if necessary.
- Enact self-care strategies after managing a student and/or staff member experiencing mental health crisis.
- Complete CEWA Child Safe Framework Training annually.
- Work with parents, teachers, external agencies and the leadership team to support children who have ongoing mental health conditions.

Authorised by	Brett Wilkie	Signature:	
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