**MENTAL HEALTH SCHOOL ACTION PLAN (SAP)**

**What is the Mental Health School Action Plan (SAP)?**

A tool to be completed by Mental Health Practitioners in collaboration with school leadership and health and wellbeing teams. This tool will assist schools with discussions about school wide mental health promotion and will guide the work of the Mental Health Practitioner.

**Purpose:**

To enable Mental Health Practitioners to identify existing school policies and practices relating to mental health and wellbeing, including the identification of current strengths and areas that require strengthening. The SAP is not intended to be a measurement tool, rather it is a mapping tool for planning and provides schools with an overview of their current practices, strengths and identified areas for improvement. The SAP should be read in conjunction with the Induction Guide for Mental Health Practitioners, which provides information to Mental Health Practitioners employed by schools under the Mental Health Practitioners (MHP) initiative. The information relates to their role and operational context, to help ensure successful induction into the school environment.

**When?**

It is intended that the Mental Health Practitioner will commence working on the SAP soon after starting in their role, and that the plan will be completed in conversation with their school leadership, other health and wellbeing teams and their Area-based Mental Health Coordinator.

**Benefits/Outcomes:**

Completion of the SAP will:

* provide a holistic overview of mental health supports currently being provided in the school
* enable the development of a shared vision for the ongoing provision of mental health promotion and response in the school
* result in an agreed approach to the prioritization of resources and key priority focus areas for the Mental Health Practitioner
* ensure school resources and staff efforts are targeted to where they are needed most.

**Focus Areas**

A number of focus areas and examples are included below to assist the schools and mental health practitioner to review and develop a shared vision and agreed approach to student mental health and wellbeing.

The focus areas are:

* Wellbeing Policies, Processes & Structures – Example
* Wellbeing Policies, Processes & Structures – Template
* Wellbeing Priorities Scoping Tool
* Wellbeing and Engagement Plan - Example

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| **POLICY** | | |
| Child Safe Policies Bullying Prevention Inclusion and diversity Student wellbeing and engagement Attendance Self-harm  Responding to suicide ideation/attempt/completion Social and Emotional Learning Curriculum School Wide Positive Behaviour Support | | |
| **WELLBEING TEAM** | | |
| Composition of Wellbeing Team (ideally comprising of leadership and allied health)  Continued monitoring and evaluation processes of wellbeing services  Documented & implemented internal/external consent & referral process (Mental Health Practitioner Consent & Referral Form, Safeminds Mapping Tool) | | |
| **Tier 1 Strategies – Whole school** | **Tier 2 Strategies – Targeted Group** | **Tier 3 Strategies - Individual** |
| * SAFEMINDs * Suicide Risk Continuum * School Wide Positive Behaviour Support * Respectful relationships * Building resilience framework * Bully Stoppers * Conflict resolution * PROTECT/Child Safe * Social emotional learning * eSMART * Respectful Relationship * ARACY/Common Approach * Social and Emotional Curriculum * CUST * Trauma Informed Practice | * Inclusive Classrooms * LOOKOUT * Refugee Education Support Program * Safe Schools * Food for thoughts * Zones of regulation * Friends * Social skills program | * DET Strategies (PSD, SSGs, Safety plan, Behaviour Support Plan, Individual Education Plan, 1:1 counselling) * Internal Supports (Navigator, KESO, SSS, SSS Critical Incident Response, Doctors in schools) * External Supports (School Focused Youth Service, Flexible Learning Options, CYMHS, ELMHS, Headspace or private practitioner) * Emergency and mandatory Services (DHHS, Child First, SOCIT, Police, Ambulance, Fire, Hospital) |

**EXAMPLE WELLBEING POLICIES, PROCESSES AND STRUCTURES**

Below is an example of wellbeing policies, processes, structures and teams that may be present at your school. Consider the example below and use the following blank template to assist you to map the wellbeing policies, processes, structures and teams at your school.

**WELLBEING POLICIES, PROCESSES AND STRUCTURES - TEMPLATE**

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| **POLICY (across all tiers)** | | |
| ***What wellbeing policies are currently in place in your school?*** | | |
| **WELLBEING TEAM (across all tiers)** | | |
| ***Who makes up the wellbeing team?***  ***Are there any other Allied Health professionals working in the school?***  ***When do they meet? How often?***  ***How do staff refer / raise issues to be discussed at the wellbeing team meeting?*** | | |
| **Tier 1 Strategies – Whole school** | **Tier 2 Strategies – Targeted Group** | **Tier 3 Strategies - Individual** |
| ***What whole school strategies are currently in place?*** | ***What Tier 1 strategies are currently in place?*** | ***What Tier 3 strategies are currently in place?*** |

**Wellbeing and Engagement Plan - Example**

**Team**

The Wellbeing Team meets XXXX (weekly) and consists of XXXX (role) and XXXX (role). These leaders meet with their respective teams and bring the wider wellbeing needs of students to this Wellbeing Meeting. During this meeting the leaders work together on the development, planning and delivery of whole school, targeted and intensive wellbeing programs and supports. XXXX (role) attends the weekly meetings to assist in the management, planning and responses to immediate student wellbeing matters, to provide advice and consultancy, to offer targeted strategies for action and to deliver PD on student wellbeing/mental health issues as they arise (refer below for example Wellbeing Plan).

**Population Cohort Needs**

The current school populations needs are XXXX (mental health, FV, self-harm, school refusal, D&A etc). The data sources are XXXX (attendance, ATOS, Needs Analysis, Bullying Survey, AMPLIFY Survey, On Demand, PATR/M, Local council stats etc). School mission/vision/values/drivers are XXXX (refer below for scoping tool).

**Purpose**

The wellbeing factors outlined below are used when developing the plan for wellbeing at XXXX (school) in XXXX (year). The Wellbeing Team initiated the plan, and subsequent evaluation, to ensure that the student wellbeing support system:

* enables the learner to meaningfully access education
* improves outcomes for the learner
* designs/delivers/brokers professional learning to build the capability, skill and knowledge of staff
* integrates new insights and understandings into practice
* generalises knowledge and skills across settings/circumstances

**Definitions**

Every aspect of life influences a person’s state of wellbeing. The quality of personal relationships has the greatest effect on the state of wellbeing. The following factors enhance a person's wellbeing. The factors are derived from the World Health Organisation Quality of Life Scale and are validated by extensive research.

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| **WELLBEING FACTORS** | | | |
| **Physical and Mental Health**   * + good physical and mental health   + positive home environment (no FV/D&A/neglect, good living conditions, access to health services/transport)   + physical activity   + nutritional diet   + sufficient sleep   + positive body image | **Environment and Resources**   * + safety (school, home, community)   + enjoyable and fulfilling career   + enough money   + fun hobbies and leisure pursuits   + accessible education/information   + access to resources to navigate and manage environment   + access to transport/services   + living in a fair and democratic society | **Quality of Life**   * + sense of purpose and meaning   + a sense of belonging   + the ability to adapt to change   + optimistic outlook   + realistic and achievable goals   + sense of satisfaction | **Social and Personal Relationships**   * + relationships with family   + network of close friends   + intimate relationships   + healthy self-esteem   + social/spiritual group/beliefs |

**WELLBEING PRIORITIES SCOPING TOOL**

Use the template below to assist you in outlining the health and wellbeing activities undertaken at your school. Please refer to the FISO Priority Areas contained in Element 5 (whole-school approach to health, wellbeing, inclusion and engagement) to assist you in pinpointing parts of the continua relevant to the health and wellbeing activities undertaken at your school.

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| What is the underlying need? (i.e. student mental health concern, school refusal etc.) | What is the evidence or data that illustrates that this is a need? | What have is currently in place to meet this need? (i.e. initiatives/ strategies/processes/ people) | When was the activity/ strategy/ initiative last evaluated? What is working? What is not working? What could be done differently? | What are the barriers to moving forward? How can these be addressed? How have students/staff been consulted and provided feedback? | What further initiatives/ strategies/ processes/ people /steps /tools are required to meet this need? |
| Mental Health | Number of presentations to sub-school/sick bay/etc  Number of referrals to wellbeing  Number of safety plans  Health and Wellbeing Survey Results  Bullying Survey | SWPBS/RR  Mental health Practitioner / Allied Health Staff  Attendance Process | Staff not clear on role and referral processes |  | Zones of Regulation  Consent/referral processes  Links to external services  Staff PD on recognising and responding to student mental health needs |
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| **XXXX School Example WELLBEING PLAN YEAR XXXX** | | | | | | | | |
| **Outcome Focus** | **School Level (Knowing/Being/Doing)** | | | | **Wellbeing Priorities** | **Wellbeing Student Supports** | | |
| Tier 1 | Tier 2 | Tier 3 |
| Achievement | Governance (DET Priorities & School AIP/Strategic Plan) | Team Functions / Role Descriptions | Provision of Wellbeing Student Supports to maximise access and inclusion | - Assessment / Reporting  - Teaching & Learning  - Literacy  - Numeracy  - Pedagogy | - Assessment / Reporting  - Wellbeing Curriculum  - Differentiated curriculum  - Instructional Practice | - Supporting whole school approach to teaching & learning  - Supporting direct instruction  - Supporting inclusive classrooms  - Wellbeing Curriculum (Respectful Relationships, Home group) | - Identification of and support for educationally disengaged students  - Targeted small group interventions (e.g. switch off technology, risk taking behaviours, build decision making capacity, healthy body image, positive peer role models) | - Assessment  - Intervention  - PSD |
| Engagement | - School Wide Positive Behaviour Support  - Out of Home Care Protocol (Lookout)  - Mandatory Reporting Requirements  - Child Safe Policies  -Attendance (Navigator) | - School Refusal  - Student/Parent Perceptions  - Pathways  - Engagement of Students | - Supporting principles of SWPBS to create the optimal learning environment  - Health Promotion / Prevention (mental/physical/social/emotional)  - Whole School Approaches (bullying, safe schools, positive behaviour approach) | - Issue specific support/ programs in classrooms (modelling, PD, coaching)  - Student at risk processes  - Targeted student interventions (individual, group, family) | - High risk support  - Intervention (individual, family, teaching)  - SSG’s  - Referral  - Appropriate educational settings and pathways |
| Wellbeing | - DET Principles for Health & Wellbeing  - Team Around the Learner  - Enhanced student Outcomes | - Student wellbeing/mental health  - Staff Wellbeing  - Staff PD (recognising and responding to wellbeing issues)  - GP in schools | - Whole School Approach to Wellbeing  - Be You  - Zones of Regulation  - Coaching and PD  - Quick Reference Guides | - Identification of and targeted interventions/ programs for students (individual, group, family) | - Teams of support around students at risk  - Critical Incident support |
| Productivity | - Strategic focus (FISO, AIP)  - School Initiatives  - Wellbeing policies/ procedures/ protocols | - Communication processes  - Wellbeing Policies/procedures  - Identification & Tracking of Student Wellbeing (Data) | - Student Wellbeing Identification, Support and Tracking  - Build capacity, skill, knowledge  - Staff Professional Development  - COMPASS (chronical/tabs) | - Issue specific support/ programs/ training/ development for teachers (modelling, PD, coaching) | - Integrated teams and supports for students at risk |

**Blank Template**

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