

Kids Helpline @ High School (North QLD)

Risk of Harm Assessment & Management Procedure

Background:

The purpose of this procedure is to outline the processes to be followed by Kids Helpline @ High School (KAS) staff in relation to the management of risk of harm which may arise prior to or during a KAS session.

This document should be read in conjunction with **yourtown's** policies and procedures in relation to responding to risk of harm and **yourtown's** Reconciliation Action Plan (RAP).

yourtown respects that Aboriginal and Torres Strait Islander communities have their own unique cultures, lore, traditions and protocols and meaningful relationships with the land, water, flora and fauna. **yourtown** is committed to engaging with Aboriginal and Torres Strait Islander communities in consultation with Elders and other People of Knowledge in the development, implementation and evaluation of programs and services for Aboriginal and Torres Strait Islander peoples.

yourtown is committed to ensuring that young Aboriginal and Torres Strait Islander people have equitable access to social and economic opportunities and can participate fully in society.

Nature of the Kids Helpline @ High School program:

- KAS aims to increase awareness of Kids Helpline services and improve high school students' confidence to tackle challenges impacting their mental health & wellbeing, and understanding of help-seeking behaviours, mental health literacy, resilience, coping strategies, and where to go for help.
- KAS is an evidence informed program and draws from research highlighting the mental health benefits for young people through encouraging and fostering help-seeking behaviours (Rickwood, Deane, & Ciarrochi, 2005) and increasing mental health service use through delivering mental health literacy, fostering positive attitudes towards treatment, and identifying times of need for services (Bonabi et al., 2016).
- KAS is an early intervention and prevention service and the session content is designed as group-based skill building and psychoeducation rather than direct intervention or group counselling for individual student mental health issues.
- KAS is designed to be implemented as a universal whole of school or class approach for addressing the social and emotional wellbeing of students rather than delivered as an indicated program to selected students as group counselling (e.g., 4-10 selected students from the grade with mental health issues). The rationale is due to the skills being designed for preventative wellbeing, and the video link nature of the program posing challenges for managing group dynamics and personal disclosures for one on one advice in small groups.
- KAS is not a postvention service for a recent suicide in a school community. The following document provides guidance on the need to refer/ liaise with other services that at times will be more appropriate for a school community if there are current significant events or postvention support needed.

- As detailed in the following procedures, KAS should not replace a schools wellbeing or social emotional programs, and rather should be implemented along with existing supports as a whole of school approach to student wellbeing.
- KAS is not a one on one intervention or group-counselling session intervention. As such, the below procedure provides guidance for KAS facilitators for establishing clear expectations with the booker.

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Risk of Harm Assessment & Management Procedures

Creating a safe learning environment

Bookers will be informed to provide students, staff, and families with a copy of the 'Kids Helpline Families & Carers Info Sheet' and 'School Newsletter Announcement' to ensure awareness of the upcoming sessions, option to opt out, and option for alternative learning during the session time.

Facilitator guidelines for the Pre-Session Consultation with the booker:

- Explain the early intervention nature of KAS
- Encourage other wellbeing and leadership staff members to be invited to the Pre-Session consultation
- Provide as early as possible copies of the 'Kids Helpline Families & Carers Info Sheet' and 'School Newsletter Announcement' to inform students, staff and families about the upcoming sessions and options for attending
- Ensure the school is concurrently linking students with one on one intervention for any concerns about individual students' mental health or wellbeing
- Recommend the first session to be 'About Kids Helpline' to allow the group to build rapport with the counsellor before delivering content that may be more personally sensitive for some students.

Facilitator guidelines during KAS sessions

KAS facilitators/ Project Officer have to be sensitive to the fact that students or staff in the room may have experienced the issues raised in the session, either directly or indirectly

Facilitators should structure the session to generate respectful discussion and discourage personal help seeking and disclosures to avoid vulnerability and unpleasant experiences by staff and students.

- KAS Facilitator/ Project Officer to use the 'Intro Boundaries Group Rules' facilitator session notes to deliver a group agreement, content warnings, session boundaries and containment, and provide participants with permission to engage as much as they are comfortable and their options if seeking to opt out of the session.
- The KAS facilitator/ Project Officer will define the parameters with the group during the commencement of the session i.e. *The session is not group counselling.*
- The KAS facilitator/ Project Officer will normalise that students may want to share personal and private experiences however the KAS facilitator will establish boundaries with the students in those moments, highlighting that what they have shared would be best discussed in a private setting, one-on-one, rather than in a group setting.

- Encourage participants to not use specific names of people when giving an example and their right not to offer an opinion.
- The KAS facilitator/ Project Officer to inform students at the start of the session the processes to follow if they are feeling triggered/personally confronted by anything discussed or raised during the KAS session (e.g. If a student is feeling triggered they can talk to their class teacher or speak to a Kids Helpline counsellor after the session). This will have been agreed upon by booker/teacher in the pre-session consultation.

Best Practice Advice for speaking on Suicide in educational settings

Accumulating evidence suggests that suicide prevention programs that include psychoeducation on coping skills, problem solving, and cognitive skills (Katz, 2013; Lake, 2011) and improvement to help seeking intentions can be delivered safely to students in educational settings (Robinson, Calear, & Bailey, 2018) and improve outcomes in regards to suicidal ideation or other suicide-related behaviours (Katz et al., 2013; Robinson et al 2016a; Robinson et al 2016b; Wasserman et al., 2015). Talking about suicide offers the opportunity for communication about their life situation and emotional wellbeing, building plans for the future, and linkage with supportive adults and services.

- Ensure the presentation conveys the complexity of suicide (and avoids revelations of methods, thoughts, or number of attempts)
- Ensure it normalises grief responses
- Doesn't discuss methods
- Doesn't allocate blame
- Doesn't glorify suicide as a behaviour (eg in a better place)
- Doesn't glamorise harmful coping strategies

Source: *Be You Organising Guest Speakers (2020)*: <https://beyou.edu.au/resources/tools-and-guides/organising-speakers-guide> &
<http://smhp.psych.ucla.edu/pdfdocs/sampler/suicide/suicide.pdf>

If needed: Suicide Definition approved by the yourtown Senior Practice Supervisor:

- Suicide is complex and can be hard to understand, and that's ok. Suicide is the word we use when a person does something to make themselves die. If this is something that's worrying you, there are always things you can do and people to tell. Talking to someone about it and getting support is really important. This can help you feel less alone, and can help you figure out what to do about it. *Who might you tell?*

Assessing and Managing Risk of Harm

Where a Kids Helpline @ School (KAS) facilitator/ Project Officer becomes aware of a potential risk of harm to self or others in bookings or during the delivery of sessions, the following procedures are to be followed:

Booking Request - Risk of Harm Identified:

- If the booking request indicates that there has been a recent significant event in the school community or the school indicates current issues prompting the booking such as student self-harming or sexting, KAS facilitator/ Project Officer to meet with a yourtown Senior Practice Supervisor or Counselling Centre Supervisor to discuss a best practice approach for running the pre-session consultation and session/s:
 - Consultation can explore the level of risk, and what course of action would be best practice for supporting the school community and running the session
 - e.g., KAS facilitator/ Project Officer to liaise or refer the school to headspace Schools (Appendix 1), Department of Education QLD Mental Health Coaches (Appendix 3) or Senior Guidance Officers/Counsellors in their region.
 - Discussion on how to adapt the delivery of the session to ensure a best practice and harm minimisation approach.

Process if a booking indicates a recent suicide in the school community:

- Bookers are required to provide information in their booking to indicate if there has been a recent suicide (within 6 months) or significant event in their school community
- Project Officer to follow up with the booker over the phone if the booking indicates 'Yes' for any previous significant incident or critical incident prior to processing the booking/ completing the pre-session consultation with the booker (see Appendix 2 for a template email)
- Phone call to booker:
 - Provide the school with the contact details to self-refer to the headspace Schools (see Appendix 1 for more information), and advice to link with other appropriate supports such as their school/college leadership team, the area Senior Guidance Counsellors, or Department of Education Mental Health & Wellbeing Coaches (see Appendix 3)
 - Referrals to headspace Schools support can also occur by anyone in the community or Kids Helpline @ High School.

- If the school is already engaged with headspace Schools, the KAS facilitator/ Project Officer is to seek consent from the school and liaise with headspace Schools (see Appendix I) to enquire about the appropriateness of KAS sessions in the context of the schools recovery process.
- Determine if KAS sessions appropriate:

Outcome 1: Sessions not deemed appropriate at this time

- If KAS session **are not deemed appropriate** by headspace Schools, collaboration with headspace Schools and the booker will be completed to determine a time frame for planning future KAS sessions, as well as ensuring the school community is appropriately supported in the interim.
- Booker to be offered a KAS session/s for families and carers with the aim of supporting the capacity of families and carers of students during the recovery process.
- At the agreed upon point in recovery, KAS facilitator/ Project Officer to follow up with school and headspace Schools about running sessions.

Outcome 2: Sessions are deemed appropriate:

- If sessions **are deemed appropriate**, KAS facilitator/ Project Officer to liaise with yourtown Senior Practice Supervisors and headspace Schools to ensure a postvention & trauma informed best practice approach to the topic and delivery of the sessions.
- The confirmation email to the booker will include the provision that the Guidance Officer/ Counsellor or member of the leadership team will need to attend the Pre-Session Consultation. This will highlight the necessity to ensure school wellbeing staff are aware of the potential for increased student referrals post session to Guidance Counsellors, staff, and external service providers, and how this can be managed to reduce staff fatigue and increased wait-lists.
- In line with standard practice:
 - KAS facilitator/ Project Officer to provide the booker with a copy of the KAS Risk of Harm Management Plan and collaborate in the Pre-Session Consult on the distress management plan and opt out option for students opting out of the session.
 - The 'Kids Helpline Families & Carers Info Sheet' and 'School Newsletter Announcement' will also be emailed after the Pre-Session Consult for the booker to distribute to the school community to inform them of the session, the opt out option, and how additional information can be provided.

- The KAS facilitator/ Project Officer will request a Wellbeing staff member (e.g., Guidance Officer) to attend the session to monitor students and support the booker if there is student distress during or after the session.

Process if Remote Learning Sessions Requested:

- The KAS HS booking page requests for information about whether the session will be run with students connecting remotely from home
- Project Officer will ensure this booking uses either a KAS moderator or school staff to monitor the chat feature to contain any risk of harm and use protective interrupting to minimise risk of harm to other students
- Preference will also be encouraged for using the schools remote learning platform rather than a KAS user account being shared with the students that may mean young people attempt to help-seek later through this channel
- Consideration will be given to secure online learning platforms endorsed by the Department of Education and Catholic Education (eg., Microsoft Teams, Blackboard Ultra).

Pre-Session Consultation - Risk of Harm Identified:

- The KAS facilitator/ Project Officer will discuss with the teacher/booker around class background and clarify if the booked session is as a preventative measure or if the booking is an intervention for a current issue related to self-harm, suicidal ideation or any other form of risk of harm.
- If the session is booked with the intention to be a current intervention strategy for student mental health issues, the facilitator will set expectations with the teacher/booker that KAS sessions are early intervention and the best support for ongoing issues is for that the individual student is engaged with one-on-one counselling.
- Collaborate with the booker around an appropriate approach for KAS sessions, such as increasing students' knowledge of help seeking and coping skills with an Introduction to Kids Helpline session before running content specific sessions such as Emotional Intelligence.
- Explain that KAS will liaise with the yourtown Senior Practice Supervisors to ensure a best practice approach to the session and arrange a second Pre-Session Consultation.
- Ensure Pre-Session Checklist is completed, including opt out, plan for distressed students, and plan if risk of harm is identified (e.g., I will call and email post session to pass on any Duty of Care for you to follow up) and document in the KAS booking system.

KAS Session - Risk of Harm Identified:

During the session:

- In sessions, students may share experiences of abuse or appear to have a high level of information about abusive behaviours that requires containment to ensure the safety and vulnerability of the participant and group.
- The KAS facilitator/ Project Officer is to respectfully contain any disclosure during the session with protective interrupting (see Appendix 4).
- The KAS facilitator/ Project Officer is to then acknowledge the information shared in an empathetic and sensitive way and validate sharing this information in a private setting.
- In cases of suspected child abuse or if there is believed to be severe risk of harm to the child or another person, the KAS facilitator will gently and respectfully ask if the child would be okay to provide their name (in order to be able to identify them to the booker/teacher when following up post session).
- The KAS facilitator/ Project Officer is to encourage and normalise help seeking options to the group. Including but not limited to speaking with a teacher, Guidance Officer, Chaplain or School Nurse (depending on school preference discussed in pre session consultation) and will encourage help seeking to Kids Helpline for one-on-one support.
- KAS facilitator/ Project Officer may also notice participants who seem highly distressed and remind the group of their support options.
- KAS Facilitator/ Project Officer to end the session with a closure activity such as refocusing on the school activities or relaxation exercise to release any tension that may have resulted from discussing the topic.

Post session follow up:

- The KAS facilitator/ Project Officer is to follow up with booker and teacher in a timely manner on email (from KAS HS inbox) or via a phone call to the booker/teacher with the concerns, verbatim disclosure and quotes rather than paraphrasing.
- KAS facilitator/ Project Officer is to recommend the booker follow their school's duty of care/student protection procedures for instances of Risk of Harm.
- Provide any appropriate referrals to the booker to address the issues raised in the session (see referrals list available here <https://kidshelpline.com.au/highschoolnq/resources>)

Additional post session guidelines for Child Abuse disclosures lacking detail:

- For disclosures of child abuse lacking in detail and/or specifics, the KAS facilitator/ Project Officer will encourage the school to conduct their own further investigation and will mention the ongoing Duty of Care support available through Kids Helpline.

Additional post session guidelines for significant Child Abuse disclosures:

- If there is significant concern for a child's safety based on the level of detail provided within the child's disclosure (see Appendix 5), the KAS facilitator is to have a duty of care consultation with a yourtown Senior Practice Supervisor (or Counselling Centre Supervisor) to decide if a child protection report is required to the relevant state child protection service.
- In this consultation, the decision may be made to phone the booker/teacher to raise the concern, provide further guidance and encourage help seeking for the student via Kids Helpline. The facilitator will then send a follow up email (from KAS HS inbox) to the booker/teacher summarising the discussion. In the event that a phone call can't be made, an email will be sent to the booker/teacher and followed up the next day with another phone call.
- In cases when a decision is unclear regarding the need to report, a decision may be made for a KAS facilitator/ Project Officer to liaise with the relevant state child protection services for guidance surrounding a best practice response in relation to the child's disclosure and if a report is required.
- In cases where the decision has been made to make a report to child protection, the KAS facilitator/ Project Officer would need to inform the school of the decision to report and would ask the school if they would be able to provide identifying information of the child to facilitate a child protection report.
- Disclosure and post session follow up is to be documented by the KAS facilitator/ Project Officer in the KAS booking system and the emails electronically filed in a 'Duty of Care' folder in the KAS HS inbox. Project Officer is to also add notes to yourtown's record management system.
- KAS facilitator/ Project Officer is to discuss the Risk of Harm disclosure during the KAS team meeting and document in the minutes as a "Child Safety Event".

For any further questions, contact:

Kids Helpline @ High School Project Officer

PH: 07 3867 1334 or highschoolnq@kidshelpline.com.au

Appendix I

headspace Schools Information

Summary

headspace Schools helps secondary schools prepare for, respond to and recover from a suicide or suicide attempt in the school community. The team is equipped to support schools via email, telephone and face-to-face. School staff and people working with schools are encouraged to contact headspace Schools if their school has been affected by suicide, or they are interested in updating their resources, policies and procedures in relation to suicide postvention.

Further information: <http://headspace.org.au/schools/headspace-in-schools/>

Referrals:

Referrals can be made by anyone in the community who becomes aware of a school community affected by a suicide or attempted suicide of a student or member of the school community. The school does not need to provide consent for a referral to occur.

Contact numbers for Be You Consultants :

- ACT: 0448 362 994
- NSW: 0475 838 049
- NT: 0447 926 799
- QLD: 0455 079 803 or emailing GLivingstone@headspace.org.au (Be You State Manager)
- SA: 0447 927 659
- TAS: 0448 613 934
- VIC: 0458 037 955

More info on the postvention program: <https://beyou.edu.au/resources/suicide-prevention-and-response/suicide-prevention/safety-planning>

Appendix 2

Template Email to Bookers when Postvention Supported Requested

Hi _____,

My name is _____ and I am the Project Officer/ Facilitator for the Kids Helpline @ High School program (North QLD).

We received your booking for Kids Helpline @ High School, and my thoughts are with the students and staff in your school community during this challenging time. We are glad you came across our program as supports during this time are important and our program may know of other supports to link in with.

The next step to process the booking is to plan a date/time to talk on the phone:

- I wanted to check in about your schools consultation with headspace Schools and what their advice is about your students recovery process and the appropriateness of a help seeking program at this point in time for your school community (<https://beyou.edu.au/resources/suicide-prevention-and-response/suicide-prevention/safety-planning>)
- The reason Kids Helpline @ High School explores the advice from headspace Schools first before running sessions with students is due to the early intervention nature of our program, whereas headspace Schools is a best practice service for the immediate needs of a school community following a suicide or attempt in a school community.

What is headspace Schools? Service available for all secondary schools to prepare for, respond to and recover from a suicide or attempt in the school community. The team is equipped to support schools via email, telephone and face-to-face. School staff and people working with schools are encouraged to contact headspace Schools if their school has been affected by suicide, or they are interested in updating their resources, policies and procedures in relation to suicide postvention.

Other supports available for Secondary Students:

- You may also be interested in sharing with your students the Kids Helpline My Circles Online Peer Support Group: <https://kidshelpline.com.au/khl-circles>. The group is free and run virtually for anyone aged 13-25. The online group was developed by the University of Sydney Cyberpsychology team (<https://www.jmir.org/2019/12/e16176/>) and is moderated by tertiary qualified counsellors. Skills focus on DBT/ CBT/ and relationship skill building.
- On the Kids Helpline website there is a referral list of a range of school based supports (https://kidshelpline.com.au/system/files_force/document/Program%20Referra)

Is%20List%202020.pdf?download=1) – including how a school can access the resources available through Be You (<https://beyou.edu.au/>)

Welcome to reply to this email with three dates & times to connect on the phone. Please let us know if email is easier for you as we appreciate how busy schools can be.

Warm regards,

Appendix 3

Department of Education QLD Regional Mental Health Coaches (7 Regions)

- Support schools Whole of school mental health approach
- Develop capability around mental health and wellbeing
- Implementing the curriculum
- Strengthen pathways with other organisations
- Give referrals to the Guidance Officer of Mental Health (2020 role) for support of students with complex needs

Regional Mental Health Coaches (RMHCs) coordinate the development of local communication networks that support the dissemination of relevant materials and resources and the provision of professional development for teachers, school leaders, guidance officers and other staff. RMHCs can be a resource for staff seeking guidance on mental health support services available for students.

KAS Facilitator/ Project Officer can provide bookers with the below contact details for the Regional Mental Health Coach in their area. Please do not distribute these contacts to personnel outside of the Department of Education QLD.

Link for DEQ teachers: <https://intranet.qed.qld.gov.au/Students/Documents/mental-health-coaches.docx>

Region	Contact Details
Central Coast Lynch St, 288 Brisbane Street, Mooloolah QLD 4700 PO Box 106, Mooloolah QLD 4700	PF 07 5532 2075 M 0477 712 115 E centralcoast@qed.qld.gov.au
Central West 176 New Street, Toowoomba QLD 4330 PO Box 99, Toowoomba QLD 4330	PF 07 3332 9172 M 0477 747 706 E centralwest@qed.qld.gov.au
East Queensland 177 St James St, Cairns QLD PO Box 999, Cairns QLD 4870	PF 07 3332 3009 M 0422 271846 E eastqueensland@qed.qld.gov.au
Gold Coast Lynch St, 288 Brisbane Street, Mooloolah QLD 4700 PO Box 106, Mooloolah QLD 4700	PF 07 5532 2075 M 0477 712 115 E goldcoast@qed.qld.gov.au
North Coast Lynch St, 288 Brisbane Street, Mooloolah QLD 4700 PO Box 106, Mooloolah QLD 4700	PF 07 5532 2075 M 0477 712 115 E northcoast@qed.qld.gov.au
North Queensland Lynch St, 288 Brisbane Street, Mooloolah QLD 4700 PO Box 106, Mooloolah QLD 4700	PF 07 5532 2075 M 0477 712 115 E northqueensland@qed.qld.gov.au
South Queensland Lynch St, 288 Brisbane Street, Mooloolah QLD 4700 PO Box 106, Mooloolah QLD 4700	PF 07 5532 2075 M 0477 712 115 E southqueensland@qed.qld.gov.au
West Queensland Lynch St, 288 Brisbane Street, Mooloolah QLD 4700 PO Box 106, Mooloolah QLD 4700	PF 07 5532 2075 M 0477 712 115 E westqueensland@qed.qld.gov.au



More info about these roles for KAS can be obtained by contacting Phil Janz (Department of Education State-Wide QLD Mental Health Coach) - phil.janz@qed.qld.gov.au or 07 33286921

Appendix 4

Information on Protective Interrupting

Protective interrupting is a useful strategy when delivering sessions to prevent distress to other participants in a group from the disclosure of personal issues or abuse, and provide a student with the opportunity to disclose in a safe and confidential manner.

The strategy requires a facilitator to interrupt and redirect a conversation when a participant discloses potentially sensitive or distressing information (e.g., abuse, methods of suicide, means of accessing alcohol and other drugs) while at the same time advising the participant of the appropriateness of sharing this information privately after the session.

- **Examples of protective interrupting:**
 - "It sounds as though you have something important to talk about...."
 - "This is best spoken about one on one rather than in front of the group?"
 - "As we are part of a group, here isn't the best place to ask for individual advice, and is better to ask one on one afterwards".
- **Do not promise the child you will keep it secret.**

Source: NSW Department of Education Child Protection Education
<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/child-protection-and-respectful-relationships-education>

Appendix 5

Queensland Child in Need of Protection Definition

Section 8 of the Child Protection Act 1999 (Qld) (www.legislation.qld.gov.au/view/whole/html/inforce/current/act-1999-010) defines a child as an individual under 18 years.

Section 10 of the *Child Protection Act 1999 (Qld)*, deems a child in need of protection as a child who:

- '(a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
- (b) does not have a parent able and willing to protect the child from the harm.'

Section 9 of the *Child Protection Act 1999 (Qld)* defines harm to a child as:

- '(1) ... any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.
- (2) It is immaterial how the harm is caused.
- (3) Harm can be caused by—
 - (a) physical, psychological or emotional abuse or neglect; or
 - (b) sexual abuse or exploitation.
- (4) Harm can be caused by—
 - (a) a single act, omission or circumstance; or
 - (b) a series or combination of acts, omissions or circumstances.'

Source: *Child Family Community Australia. (July 2019).*

<https://aifs.gov.au/cfca/publications/australian-legal-definitions-when-child-need-protection>

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