

Kids Helpline @ High School (North QLD)

Risk of Harm 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.

- KAS is an early intervention and prevention service and the content is designed to be group-based skill building and psychoeducation rather than direct intervention or group counselling for individual student mental health issues.
- Sessions should be run as a whole of school or class approach rather than delivered to selected students as group counselling (eg 4-10 students) given the session are run remotely which poses challenges for managing group dynamics and containment, and the coping, communication and emotion regulation skills are designed for a best-practice school wide approach to social and emotional wellbeing.
- KAS is not a postvention service for a recent suicide in a school community. The following provides guidance on the need to refer/ liaise with other services that at times will be more appropriate for a school community if there is current significant events or postvention support needed.
- KAS is not a one on one intervention or group-counselling session. As such, the below procedure provides guidance for KAS for establishing clear expectations with the booker
 - Explain the early intervention nature of KAS
 - Ensure school is linking the student to one on one intervention for any concerns about a students mental health
 - Suggest a KAS session on Intro to KHL to focus on positive attitudes towards help seeking
- As detailed below, KAS should not replace a schools wellbeing or social emotional program, and rather should be implemented along with existing supports as a whole of school approach.

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Where a KAS facilitator/ Project Officer becomes aware of a potential risk of harm to self or others in requested sessions or during the delivery of sessions, the following procedure is to be followed:

Risk of Harm Identified in the Booking Request:

- 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 Practice Supervisor or Counselling Centre Supervisor to discuss a best practice approach for running the pre-session consultation and session/s:
 - During the consult, it can be decided the level of risk, and what course of action would be best practice for supporting the school community
 - e.g., KAS liaise or refer the school to the Department of Education Mental Health Coaches (Appendix 3) or Senior Guidance Officers/Counsellors in their region, or headspace School Support team (Appendix 1)
 - Consult will also include a plan for adapting the delivery (eg containment, content warnings, boundaries) and session content to ensure best practice

Request for sessions where the 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 school over phone if school 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 B for a template email)
- Phone call to booker:
 - Provide the school with the contact details to self-refer to the Headspace Schools Support team (see Appendix), and advice to link with other appropriate supports such as their leadership team, the area Senior Guidance Counsellors, or Department of Education Mental Health & Wellbeing Coaches (Appendix 2)
 - Referrals to headspace Schools support can also occur by anyone in the community.

- If the school is already engaged with Headspace Schools support, the KAS facilitator/ Project Officer is to seek consent from the school & liaise with Headspace Schools Support (see Appendix) 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 appropriate at this time

- If KAS session are not deemed appropriate by headspace Schools Support, make a plan to have a meeting with headspace Schools Support and the booking school to plan when sessions may be appropriate and what follow up will be completed to ensure the school is appropriately supported in the mean time.
- At the agreed upon point in recovery, KAS facilitator/ Project Officer to follow up with school and Headspace Schools Support about running sessions.

Outcome 2: Sessions are deemed appropriate:

- If sessions are deemed appropriate, KAS facilitator/ Project Officer to liaise with Practice Supervisors team and Headspace Schools Support 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 school counsellor/guidance officer/member of the leadership team will need to attend the pre-session consultation.
- If the teacher/booker raises concerns around individual students/s then the KAS facilitator/ Project Officer will inform and discuss Kids Helpline's Risk Management processes in the event of a disclosure and clarify what supports are available within the school for referral during the KAS session. The KAS facilitator/ Project Officer will also confirm with the teacher/booker if a school counsellor is on the premises during session and ask if they can be invited to attend session to provide additional support.
- 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.

Risk of Harm Issues identified during the Pre-Session Consultation:

- 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 Practice Supervisors to ensure a best of practice approach 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 (eg I will call and email post session to pass on any Duty of Care for you to follow up).

Risk of Harm Issues identified During the Session:

- KAS Facilitator/ Project Officer to start all KAS sessions with content warning, boundaries and containment to ensure students are aware of their options of opt out and options for support if distressed during or after the session (Content\Topics\Session Notes\ Intro, Risk of Harm & Containment April 2020)
- The KAS facilitator/ Project Officer will inform the students at the start of the session the processes to follow if students are feeling triggered/bothered 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.

In cases when a child discloses any Risk of Harm to themselves or others within a KAS session

- The KAS facilitator/ Project Officer will acknowledge information shared in an empathetic and sensitive way and validate the importance of what the child has shared.
- 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 respectfully contain the disclosure during the session with re-direction to the importance of help seeking for that issue.
- 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, referral to 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 session.

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 recommending that they follow their school's duty of care/student protection procedures regarding the Risk of Harm disclosures.
- 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))
- 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.
- If there is significant concern for a child's safety based on the level of detail provided within the child's disclosure, the KAS facilitator is to have a duty of care consultation with a 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 booking system session notes and the emails electronically filed in a 'Duty of Care' folder. 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

highschoolnq@kidshelpline.com.au

Appendix I

headspace School Support

Contact Details: <https://headspace.org.au/schools/contact-headspace-in-schools/>

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

More info on the program: <https://headspace.org.au/assets/School-Support/HSP217-National-Responding-Suicide-Attempts-FA2-LR.pdf>.

Summary: If your secondary school is currently responding to, or recovering from, a suicide or attempted suicide, contact your Be You state or territory manager on the numbers below.

Our Be You Consultants can support your school as you care for the affected students, staff and families.

- 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) or BFullagar@headspace.org.au (Senior Clinical Consultant)
- SA: 0447 927 659
- TAS: 0448 613 934
- VIC: 0458 037 955

headspace School Support helps secondary schools prepare for, respond to and recover from a suicide 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 School Support if their school has been affected by suicide, or they are interested in updating their resources, policies and procedures in relation to suicide postvention.

Appendix 2

Template Facilitator/ Project Officer Email to be used as needed for bookings with Postvention Risks Identified

Hi _____,

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

We received your booking this morning, 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 once we have worked through some of the logistics below, our program will work hard to adapt the programs skills and psychoeducation to be the right fit for your school during this time.

The next step would be **making a time and I will call to talk through all our options.**

- I wanted to check in about your schools consultation with headspace Schools Support 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://headspace.org.au/assets/School-Support/HSP217-National-Responding-Suicide-Attempts-FA2-LR.pdf>).

The reason we explore advice with headspace Schools Support first with a school that has had a loss or significant event is that our program content is designed as early intervention skill building and equipping students with the psychoeducation to face issues ahead of them, where as headspace Schools Support is a best practice postvention support for the immediate needs of a school community.

More info on headspace School Support Helps secondary schools prepare for, respond to and recover from a suicide 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 School Support 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 Circles Online Peer Support Group: <https://kidshelpline.com.au/khl-circles>. The group is free and run virtually for anyone aged 13-25 and is moderated by counsellors and follows a scripted 6 week program of DBT/ CBT/ relationship skill building. It was developed by the University of Sydney Cyberpsychology group (<https://www.jmir.org/2019/12/e16176/>)
- On our website there is a referral list of a range of school based supports (https://kidshelpline.com.au/system/files_force/document/Program%20Referrals%20List%202020.pdf?download=1) – including details on how a school can access the resources available through Be You (<https://beyou.edu.au/>).

Kids Helpline @ High School Risk of Harm Management



Welcome to reply to this email with three times that I could call, but please let me know if email is easier for you as I know schools can be busy places to talk on the phone 😊

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.

Region	Contact details
Central Queensland Level 4, Mitchell Street Rockhampton QLD 4700 PO Box 100, Rockhampton QLD 4700	<p>Ph: (07) 4922 4371 M: 0417 719 916 E: Central Queensland@qed.qld.gov.au</p>
South Eastern Queensland 175 Newmarket, Queensland QLD 4500 PO Box 76, Tweed Heads QLD 4202	<p>Ph: (07) 4618 3112 M: 0417 761 716 E: South Eastern Queensland@qed.qld.gov.au</p>
Far North Queensland Level 2, Commercial Queensland Building 1770 Swanton St, Cairns QLD PO Box 999, Cairns QLD 4870	<p>Ph: (07) 4038 0000 M: 0427 37 866 E: Far North Queensland@qed.qld.gov.au</p>
Gold Coast Region North Queensland Level 2, North Queensland Complex Northshore Street Brisbane QLD 4000 PHS 200, Moorfield QLD 4012	<p>Ph: 07 552 M: 044 E: Gold Coast Region@qed.qld.gov.au</p>
North Queensland Level 3, New North Building 12 East Avenue, Mackay Queensland QLD 4740 PO Box 100, Mackay Queensland QLD 4740	<p>Ph: (07) 4933 0254 M: 0428 177 842 E: North Queensland@qed.qld.gov.au</p>
South Queensland Level 7, State Building 467 Flinders Street, Townsville QLD 4810 PO Box 100, Townsville QLD 4810	<p>Ph: 07 474 M: 0424 441 764 E: South Queensland@qed.qld.gov.au</p>
Western Queensland South West Building 1, Level 1, 100-102p Street Road, Newmarket QLD 4710 PO Box 400, Queensland QLD 4710	<p>Ph: (07) 4617 8115 M: 0417 811 066 E: Western Queensland@qed.qld.gov.au</p>
PHS State Central Office Level 4, Queensland House 180 Mary Street, Brisbane QLD 4000 PO Box 1000, City State QLD 4000	<p>Ph: (07) 3202 0001 M: 0411 320 866 E: PHS State@qed.qld.gov.au</p>



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