



**Lancelin Primary School**

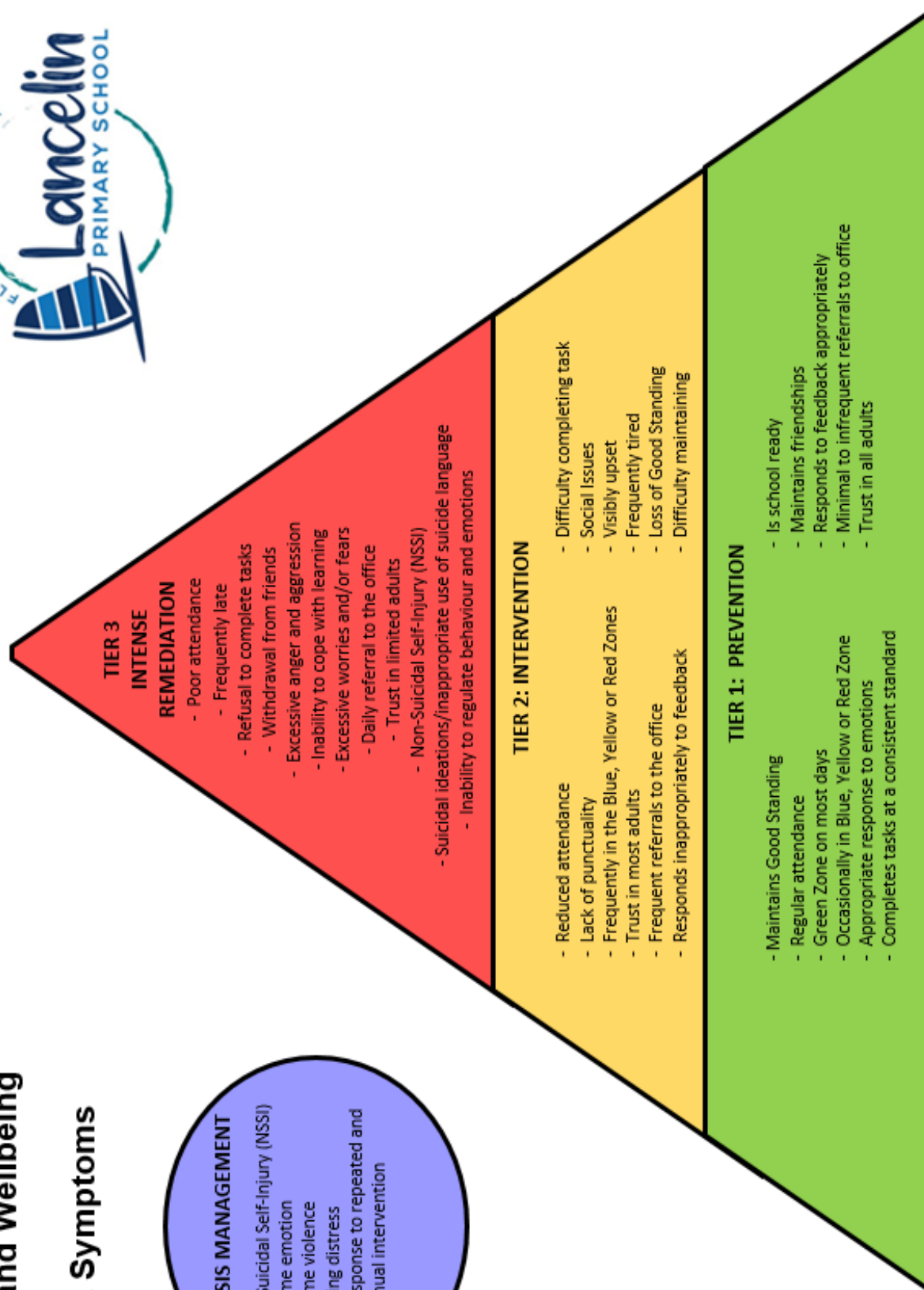
# **Mental Health and Wellbeing**

**Policy and Procedures**

# Three-Tier Approach to Student Mental Health and Wellbeing

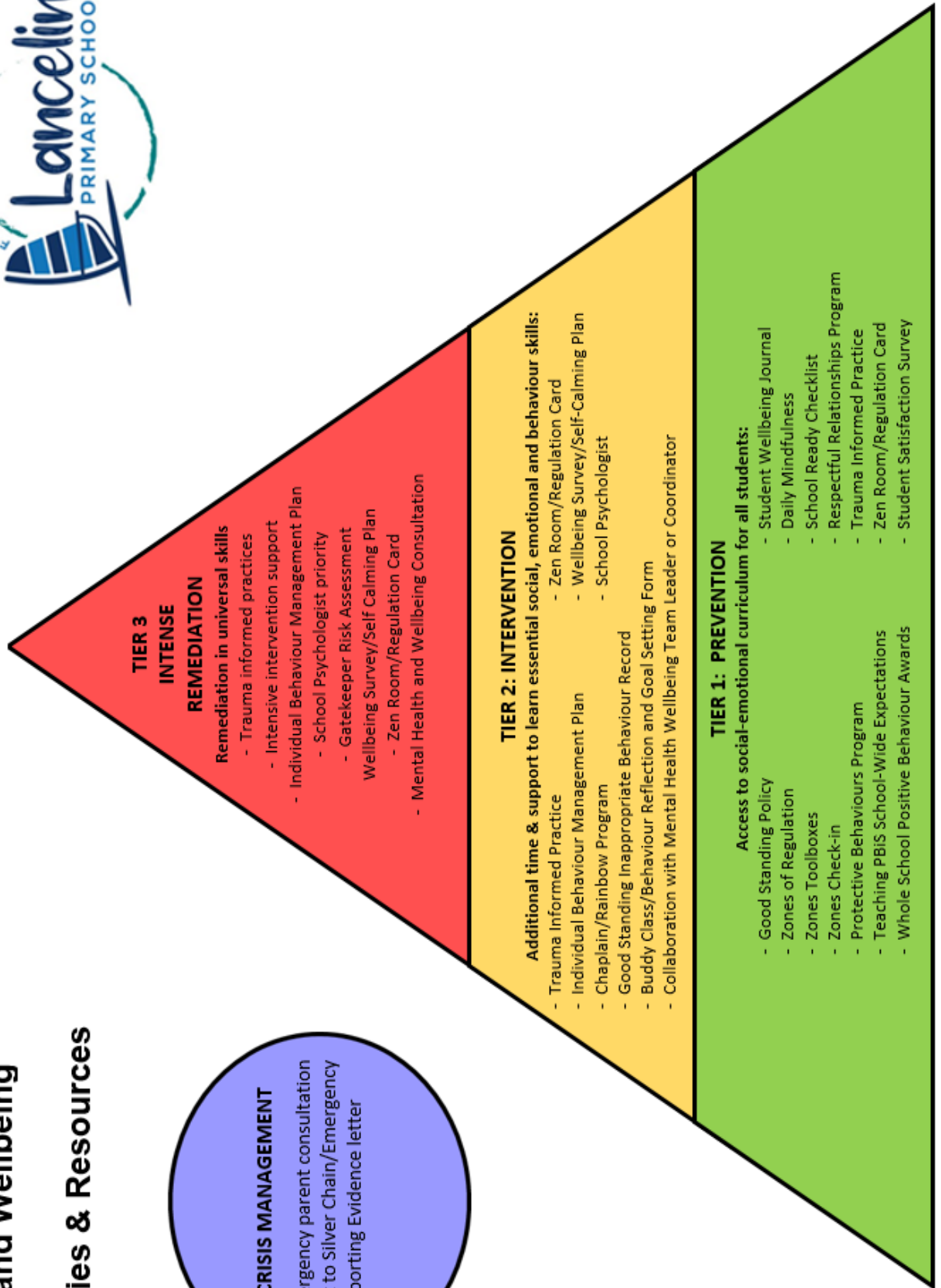


## Signs & Symptoms



# Three-Tier Approach to Student Mental Health and Wellbeing

## Strategies & Resources



# Tier 1: Prevention

Everyone has mental health. Access to social-emotional curriculum is for all students. It is everyone's responsibility to ensure all students are equipped with the necessary skills to allow them to be successful learners at our school.

## Non Negotiables for All Classroom Environments

### Positive Behaviour in Schools (PBIS)

PBIS is an approach used to promote a shared vision, student participation in school life, engagement in learning, and involvement of staff, students, families and the community. The focus of PBIS is on promoting and teaching positive behaviours. By building on these positive behaviors, occurrences of inappropriate behaviours are reduced. The goal of PBIS is to create a positive school climate, in which students learn and grow.

A positive school climate helps students to develop the social and emotional skills they will need to become productive members of society. At Lancelin Primary School our positive behaviour expectations are:

- Be Responsible
- Be Respectful
- Be Courageous
- Be Inclusive
- Be Kind

Schools teach expected behaviours through explicit instruction, with opportunities for students to learn prosocial behaviour in different situations. This will empower student to make choices which facilitate positive outcomes for themselves and other members of the school community. The Positive Behaviour Intervention and Support Sheet can be found on the PBIS Support Board in the staff room.

**1. Common Philosophy & Purpose**  
Purpose: To identify key beliefs and guiding principles about student behaviour and discipline.  
1. Rethinking discipline  
• Discipline is teaching  
• The role of social competence  
• Academic and social problems  
• Comparison of approaches  
2. 8 Essential Components  
3. PBS Framework  
• Outcomes  
• Data  
• Systems  
4. Continuum of Support  
• Tier 1/Intensive Individual  
• Tier 2/Targeted Group  
• Tier 3/Universal  
5. ABC of Behaviour  
Changing the behaviour of adults to change the environment that will, in turn, encourage change in student behaviour.  
6. Taxonomy of Human Motivation  
Self-determination theory:  
1. Competence  
2. Relatedness  
3. Autonomy  
7. Shared, positive and proactive philosophy and purpose:  
• Beliefs  
• Vision  
8. Planning Tools  
• Tier 1-Universal Support Checklist  
• Team Action Plan

**2. Leadership**  
Purpose: To develop a sustainable, effective, efficient and dynamic PBS leadership team who use data and consultative collaborative processes to guide whole school PBS implementation.  
1. Data Based Decision Making (DBDM) Process  
2. Principal role  
3. PBS leadership team  
4. Effective team processes  
• Team meeting schedule  
• Working agreements  
• Meeting agenda  
• Consensus strategies  
• Perseptual positioning  
• Roles and responsibilities  
• Operational action plan  
• Communication system  
• Sharing ongoing information  
• Presenting data  
• Obtaining feedback  
5. Stakeholder engagement  
6. Change and PBS  
• Phases of implementation  
• Conditions for change  
• Dealing with resistance to change  
7. Working smarter matrix

**3. Clarifying Expected Behaviour**  
Purpose: To establish 3-5 schoolwide expectations that define success for all students and create a matrix of specific behaviours for every setting.  
1. A social behavioural curriculum  
• Schoolwide expectations  
• 3-5 school-wide behaviour expectations  
• Defining specific behaviours  
• Behaviour matrix identifies the specific behaviour skills for all school settings  
• Specific behaviours and procedures for non-classroom areas  
• Specific behaviours and procedures for classroom  
2. Building a continuum to discourage inappropriate behaviour  
• Staff managed behaviour:  
• Indirect  
• Direct - instructional approaches  
• Re-direct  
• Re-teach  
• Provide choice  
• Student conference  
• Office managed behaviour:  
• Construct office referral form  
3. Using additional consequences  
4. Monitoring minor behaviour  
5. De-escalation of problem behaviour  
6. A menu of reinforcers  
• Frequent  
• Interim  
• Occasional  
7. Monitoring the use of specific positive feedback

**4. Teaching Expected Behaviour**  
Purpose: To develop and implement a whole school social behaviour curriculum.  
1. The importance of teaching  
• All students are regularly taught social behaviour skills  
2. Sharing responsibility for writing lesson plans  
3. What to write lessons about  
• Behaviours on your school's matrix  
• Non-classroom procedures  
• Classroom behaviours/procedures  
4. Lesson planning and teaching considerations  
• Instruction takes place each day, all-day throughout the entire school year for young or those students who continue to demonstrate they are at the acquisition level  
• Direct instruction the first few weeks of school in the setting where the skills or procedures are used  
• Beginning of school year orientation period  
• Weekly lessons in form, homeroom, or classroom  
• New student orientation using student ambassadors  
• Review lessons after school breaks  
• Specific focus on a behaviour from the school matrix that addresses a problem behaviour evident from data  
• When students show fluency, teaching may consist of 'booster' lessons - reminders of the when, where and how expected of behaviours  
• Staff continue to actively supervise giving students feedback  
5. Lesson plan format  
• Show  
• Tell  
• Practice  
6. Teaching schedule  
7. Using common language  
8. Stakeholder commitment to teaching

**5. Encouraging Expected Behaviour**  
Purpose: To recognise and encourage students when they display expected behaviours  
1. Understanding the power of adult attention  
• Non-contingent attention  
• Contingent attention  
• Preferred adult behaviours  
2. Specific positive feedback  
• Specifically describes the behaviour  
• Provides reasons or rationales  
• Can include a positive consequence  
3. Four to one ratio  
4. Tangible reinforcers  
5. A menu of reinforcers  
• Frequent  
• Interim  
• Occasional  
7. Monitoring the use of specific positive feedback

**6. Discouraging Inappropriate Behaviour**  
Purpose: To create a continuum of support for discouraging inappropriate behaviour  
1. Instructional approaches for discouraging inappropriate behaviour  
2. Building a continuum to discourage inappropriate behaviour  
• Staff managed behaviour:  
• Indirect  
• Direct - instructional approaches  
• Re-direct  
• Re-teach  
• Provide choice  
• Student conference  
• Office managed behaviour:  
• Construct office referral form  
3. Using additional consequences  
4. Monitoring minor behaviour  
5. De-escalation of problem behaviour  
6. A menu of reinforcers  
• Frequent  
• Interim  
• Occasional  
7. Monitoring the use of specific positive feedback

**7. Ongoing Monitoring**  
Purpose: The use of data to guide efficient, effective decision-making and ensure fidelity of implementation.  
1. Data analysis cycles  
2. Effect systems to collect, monitor, analyse and share data  
3. Data Based Decision-Making (DBDM) process  
4. Communicating with stakeholders  
5. The big five: Frequency of ODBs:  
• Per day per month  
• By behaviour  
• By location  
• By time of day and/or day of week  
• By individual or groups of students  
6. Data management systems  
7. Triangle data  
8. Disaggregating ODBs for signs of disproportionality  
9. Monitoring fidelity  
• Tiered Fidelity Inventory (TFI)  
• Self-Assessment Survey (SAS)  
• Tier 1 Universal Support Checklist  
• Walkthroughs, observations and surveys

**8. Eight Effective Classroom Practices**  
Purpose: All staff consistently implement effective classroom practices to provide a predictable, safe and engaging learning environment for all students.  
1. Classroom expectations  
• Align with school expectations  
• Student negotiated  
• Clearly posted  
• Explicitly taught  
• Monitored  
• Reinforced with specific feedback  
2. Classroom Procedures and Routines  
• Procedures are the process for how things are done  
• When taught to fluency they help students to form routines to efficiently and smoothly accomplish tasks  
3. Encouraging Expected Behaviour  
To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment  
• Non-contingent attention  
• Contingent attention  
• Specific positive feedback  
• Tangible reinforcement system  
• A continuum of reinforcers  
4. Discouraging Inappropriate Behaviour  
Indirect - minimal disruption to instruction  
Direct instructional approaches  
• Re-direct: brief, clear, private verbal reminder  
• Re-teach: builds on the re-direct  
• Provide choice: statement of two alternatives  
• Student conference: re-teaching or problem solving  
5. Active Supervision  
• Moving  
• Scanning  
• Interacting  
6. Opportunities to Respond  
• An instructional question, statement, or gesture made by the teacher seeking an active response from students  
7. Activity Sequence and Choice  
• Task interperal  
• Behaviour momentum  
• Choice  
8. Task Difficulty  
• Assignment length  
• Response mode  
• Increased instruction or practice

## Good Standing Policy

Good Standing provides a framework designed to reward students who display pride, respect and consideration for school, self and others. These expectations recognise and maintain high standards in the areas of:

- Punctuality - Students need to arrive back to the classroom after recess and lunch within a reasonable time.
- Attitude and Effort – The students will perform and participate to the best of their ability in school based pursuits.
- Behaviour – Students display acceptable standards of behaviour in all classes and playground settings and when representing the school.
- Dress Code - In accordance with the 'Dress Code', students will adhere to the acceptable standards of Dress Code.

Students who have demonstrated these standards in the first two weeks of each term will attain their good standing status and be presented with their Good Standing wrist band. These students will be eligible to earn bronze, silver, gold and platinum wristbands each term to denote their good standing at Lancelin Primary School. Students who maintain Good Standing will participate in school and class incursions, excursions, camps sporting day special events and reward days.

## Good Standing Inappropriate Behaviour Record

If a student is referred using the Good Standing Policy Procedure, the teacher must complete a Good Standing Inappropriate Behaviour Record which the student takes with them to the Buddy Class or the Admin Office.

A student who goes to Buddy Class or the Admin Office, must take their Good Standing Behaviour Form with them, and complete a Behaviour Reflection and Goal Setting Form to promote proper student reflection and behaviour improvement.

Before a student is issued a Good Standing Inappropriate Behavioural Choice Record for minor behaviour choices the following procedures must be followed:

- a verbal warning and/or redirection is given first along with the opportunity for the student to choose a strategy from their Toolbox to help them self-regulate and return to learning.
  - Following a student that has been given a verbal warning and a chance to use a strategy from their Toolbox will then receive a 2nd formal warning and provided an opportunity to have another look at their strategies to help them make changes to their behaviour.
  - If the students inappropriate behaviour continues, the student attends an out of class time-out (Buddy Class) and must complete the Behaviour Reflection and Goal Setting form.
  - If the student returns to class and was unable to restore appropriate classroom behaviour, the student will be sent to the admin office to contact parents/carers and behaviour recorded on Integrus with consequence.
- 
- ***Although this is not a behaviour management document, it is essential to acknowledge how important it is to combine behaviour management with social-emotional education.***



## Good Standing Inappropriate Behaviour Record

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

Minor	Moderate	Serious	Extreme
1. Constantly off task 2. Being in class without supervision or permission 3. Running on the concrete 4. Playing without a hat 5. Early stages of horseplay - handling others	5. Constantly talking 6. Distracting others 7. Constantly off task 8. Name calling 9. Verbal insults 10. Rude facial gestures (eye rolling, poking out tongue) 11. Constantly swinging on chairs	12. Intimidation 13. Sending hurtful notes 14. Rumour mongering 15. Racist remarks 16. Ostracising others or encouraging others to do so 17. Telling untruths about others 18. Stealing 19. Damaging school property 20. Leaving class without permission 21. Throwing things at others 22. Rude gestures 23. Refusal to follow teachers instructions 24. Swearing	25. Threatening violence 26. Deliberately pushing, shoving others 27. Hitting or kicking others 28. Biting others 29. Using a weapon 30. Leaving school without permission.

Time	Details	Has the student used strategies from their Toolbox?	
		Buddy Class and Teacher:	



## LPS Behaviour Reflection and Goal Setting Form



Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Class: \_\_\_\_\_

<b>Which Zone was I in?</b> 	<b>What Toolbox strategies did I try?</b>  <b>What other strategies COULD I have tried?</b>	<b>What are my goals to prevent this from happening again?</b>  <b>Talk it through with the teacher.</b>
<b>What behaviour and actions led me here?</b>	<b>Was anyone else involved that I need to make right with?</b>  <b>How will I make things right with others involved?</b>	<b>Which Zone am I in now?</b> 

I understand my consequences of \_\_\_\_\_

Signed by student: \_\_\_\_\_ Date: \_\_\_\_\_



## The Zones of Regulation

At the beginning of the school year, all classroom must engage of the Zones of Regulation lessons planned by the Mental Health and Wellbeing Team. These lessons are imperative for all students to engage in as they create foundations of positive wellbeing for the year. The main ideas and themes of The Zones should be integrated into classroom practice, behaviour management and the language used by all staff at Lancelin Primary School.



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From The Zones of Regulation® by Leah M. Kuypers • Available at [www.socialthinking.com](http://www.socialthinking.com)

## Daily Zones Check-in

To ascertain what Zone students are in at the start of each day, your morning roll questions should be “What Zone are you in today?” This helps you know your class’s general mindset and wellbeing for the day and helps you determine whether you need to start the day with a whole class strategy to ensure all students are in the Green Zones and ‘Ready to Learn’. You should also give students the opportunity to share why they are in that Zone. This allows them to start to decompress and unload at the start of the day.

## Zones Toolbox

- All students from Kindy to Year 6 must have their own Zones Toolbox laminated, on their desk or readily available daily, either in the front of their health book or classroom Toolbox book.
- This toolbox must be made available to the Principal, and all specialist teachers.
- The toolbox needs to always be present and accessible to students and staff so that students can utilise their strategies to help them self-regulate throughout their school day.
- Toolboxes must be reflected on and reviewed at the beginning of each term and updated as necessary.
- When students are displaying inappropriate minor behaviours, staff need to direct students to select a tool from their toolbox first before engaging in formal behaviour management. This process should then be repeated before a student is referred using the Good Standing Policy procedures.
- Students who choose to use Zen Room must come up to the office, with a Regulation Card, and talk over why they wish to access the Zen Room.

\_\_\_\_\_'s **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools

## Protective Behaviours

All aspects of children's safety, particularly that of personal safety are important. Child safety is a shared responsibility and requires a commitment from all members of our community. At school, education about protective behaviours is included in the curriculum.

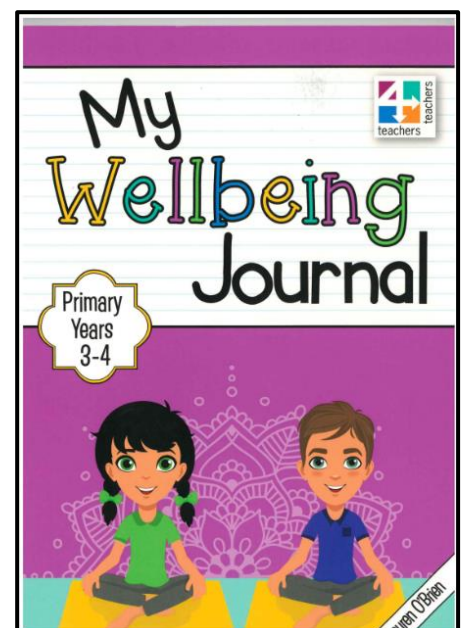
Every year, Protective Behaviours **MUST** be taught as part of the Health curriculum. Protective Behaviours is a life skills and personal safety program. The aim is to strengthen the resilience of children as they grow and develop. It focuses on giving children essential life skills to protect themselves from abusive situations and on teaching children to avoid a wide range of potentially unsafe situations.

## Wellbeing Journal

My Wellbeing Journals provide a personal space for students to express their feeling, fears, goals, struggles and opinions without fear of judgement from others. Throughout My Wellbeing Journal, students will be offered exercises that focus on:

- Self-management
- Self-awareness
- Social awareness
- Relationship skills
- Responsible decision making

All activities promote strategies for self-regulation, coping with challenges, developing resilience, reflecting on feelings, SMART goals, and a developing a positive growth mindset.





## School Ready Checklist

For a child to be able to cope with a full day of learning they must be 'School Ready'. Being school ready is a set of daily tasks completed at home and at school that are essential in preparing children for school each day. Students that are school ready are able to cope with the demands of the classroom and the school day. Each class has a 'Are You School Ready Checklist' which have been modified to suit the needs of each year group. School Ready Checklists are available for Kindy to Year 2, Year 3/4 and Year 5/6. The School Ready Checklist is to be displayed in the classroom and referred to daily so it becomes common language throughout the school.

## Daily Mindfulness

Incorporating a consistent mindfulness practice into the classroom is a great way to promote social and emotional learning in students. It helps students cultivate confidence in life and creates a classroom environment that is primed for learning. Students become more engaged and empowered to learn using activities through exercises in breathing, sensory experience, guided imagery, and movement. The ultimate goal of mindfulness is to teach children the awareness of their emotions and how they can learn to better control them. Mindfulness is about learning to train your attention to the present moment without dwelling on what has happened in the past or worrying about the future.

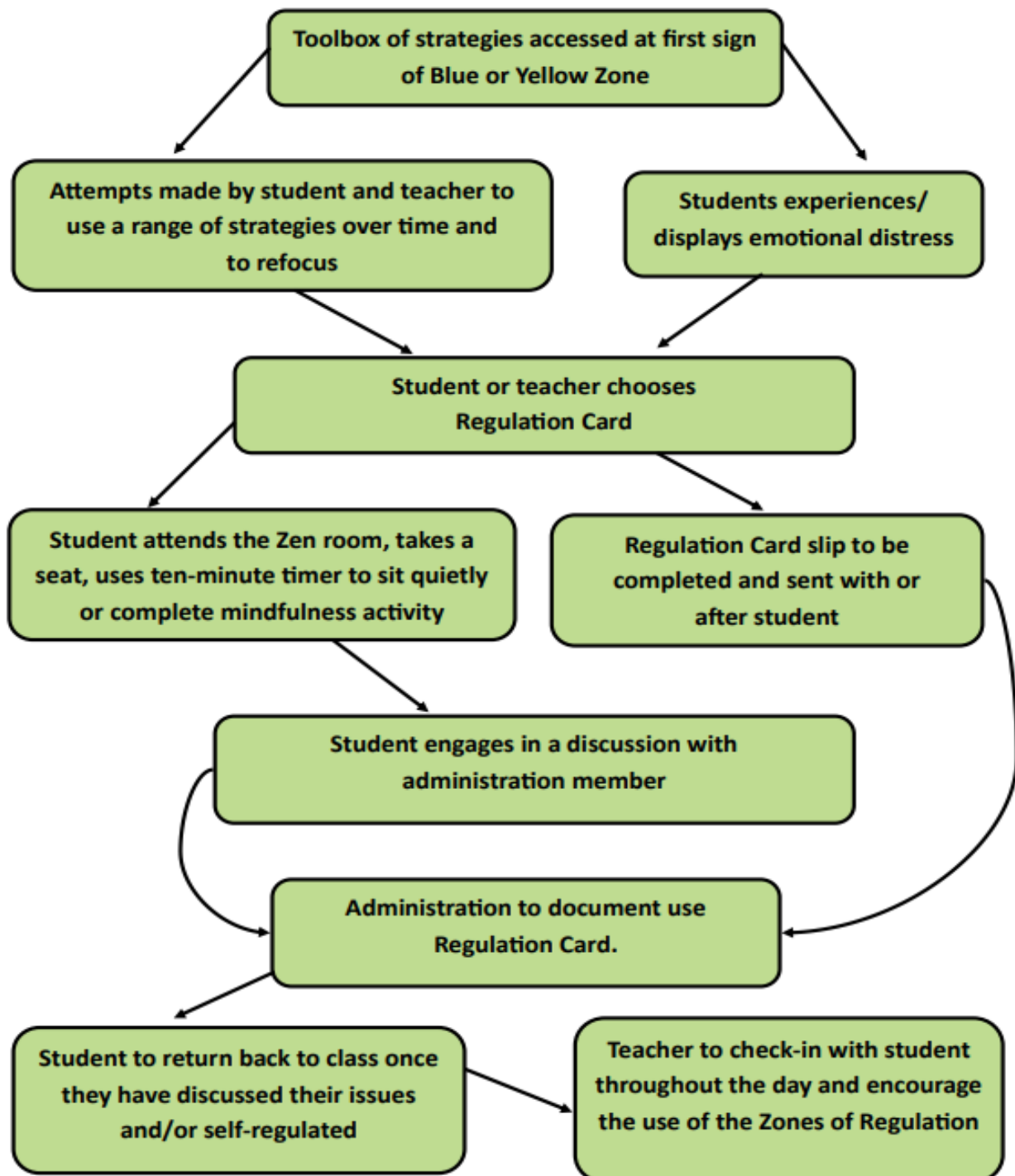
## Regulation Card and Zen Room –Tier 1

The Regulation Card is a strategy available for all students regardless of it being on their toolbox or not. The Zen Room provides students with a safe environment where they may require some time to decompress, self-regulate or have one-on-one time to discuss an issue to problem. Students who choose to access the Zen Room must come up to the office with a Regulation Card, and talk over why they would like to access the Zen Room.

The Zen Zone Room is a space available to all students from Year 1-6 in administration. It is for student who are not in the Green Zone or become overwhelmed in the classroom or during break time. The Zen Room provides a clam, relaxed space for students to engage in mindful activities or quiet time. Students have the option to discuss their problems and/or feelings with the Principal, administration staff or classroom teacher.



# Zen Room and Regulation Card Procedure



## **Respectful Relationships**

Respectful Relationships is a preventative program which teaches students how to develop and maintain respectful relationships and gender equality from an early age. The goal is to break the cycle of and prevent family and domestic violence before it starts. Respectful Relationships is a whole school program that is incorporated into the planning of all health units. The program encompasses a range of topics which complement the Zones of Regulation and Protective Behaviours:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help-seeking
- Gender and Identify
- Positive Gender Relations

Topics can be implemented as units of learning, standalone lessons, warm-ups or planned discussions.

## Tier 2: Intervention

Whilst the Tier 1: Prevention non-negotiables are for all students, at times there may be students who need further support with the management of their mental health and wellbeing. These students require additional time and support to learn the essential social, emotional and behaviour skills. Teachers and school staff are well placed to notice the early signs of poor mental health and wellbeing. These may include changes in mood, behaviour, academic achievement, attendance or a direct disclosure.


If you have a student who you believe falls in Tier 2, ensure you contact the Mental Health Coordinator with your concerns. They can meet with you to discuss what may be the best supports for the student which may include

- Individual Behaviour Management Plan
- Self-Calming Plan
- Rainbow Program
- Wellbeing Survey
- Referral to School/Chaplin/On Psych/Psychologist.
- Zen Room

All staff are to be notified of students who present in Tier 2.

### Self-Calming Plan





Students who require a self-calming plan will initially complete a Wellbeing Survey. A self-calming plan is for students who require more support for their mental health. It is similar to a Zones toolbox, but for more detailed. A self-calming plan is developed with the student, reflecting on their Toolbox strategies. When the plan is created, parents/caregivers and all relevant staff are notified.



**Lancelin**  
PRIMARY SCHOOL

## Self—Calming Plan

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

Rating	Looks and Feels Like	What I can do?	What others can	
<b>RED Zone</b>	I am very angry, worried or scared.  I feel really bad and cant think straight.			
<b>YELLOW Zone</b>	I am starting to feel frustrated or worried or losing control.			
<b>GREEN Zone</b>	I am going great.  I feel good about myself and what is going on around me.			
<b>BLUE Zone</b>	I am feeling sad, tired or sick. I am having unsafe thoughts.	Kids Help Line 1800 551800 People on my Helping Hand		

## **Zen Room – Tier 2**

Students in Tier 2 may be accessing the Zen Room more often. They may need prompting and guidance to do so and at times, given the Regulation Card to take to the office. Students in Tier 2 may find asking for help and support difficult so may shut down and forget strategies when they are not in the Green Zone.

## **Rainbows Program**

Rainbows is an evidence-based harm prevention program that believes grieving children and youth deserve supporting, loving listeners as they struggle with their feelings. Rainbows facilitators are caring, trained adults who help the students put their feelings into words, work through grief, build a stronger sense of self and begin to accept what may have taken place in their family or life.

Rainbows is not counselling or therapy but aims to help students sort through their sense of loss through peer support, a safe place to share and nurturing adults to guide them. Rainbows provide a path to healing for students who have experienced any significant changes in their lives that has created feelings of yearning or loss such as a death of a family member, moving house or emigrating to Australia, a family member in jail, fly-in-fly-out families, living in foster care, separating families, moving to high school and living with a disability etc.

If you believe you have a student in your class that would be suitable for the Rainbows program, contact the Mental Health Team with the students' name and a brief description as to why you think they should do Rainbows.

## **Tier 3: Intensive Remediation**

At Lancelin Primary School, there may be a small number of students that move into Tier 3 and require remediation in universal skills.

Support for these students is intensive and needs to be well documented and communicated. All staff should be aware of any students in Tier 3 as they are considered students at risk.

All Tier 3 students will have a self-calming plan developed, with student involvement and with the Mental Health Coordinator or Principal.

Tier 3 students will be placed as priority students for On Psych Counselling. Parents/careers will be advised to get a Mental Health Care Plan for their child and sessions will commence as soon as the paperwork is filled in and returned.

### **Risk Management Plan**

A Risk Management Plan is developed by the school psychologist and/or the Mental Health Coordinator, with the student, when Non-Suicidal Self Injury (NSSI)/Suicidal Ideation/Violent Escalations are occurring. It is a formal document that assists in the management of Tier 3 students, alongside their self-calming plan. All staff are to be notified when a student is on a Risk Management Plan, however, only necessary staff will be emailed the plan. All copies of the Risk Management Plan are highly confidential and will be stored in a secure location.

Staff who have direct contact with the student MUST be very familiar with the plan. The Risk Management Plan is to be reviewed and updated as necessary.

### **Intensive EA Support**

To help support students in Tier 3, intensive EA support may be utilised. An EA will be placed in the classroom with the student.

The primary goal of Intensive EA support is:

- assisting the student to develop better self-regulation and management of their emotions
- helping the student to use their Self Calming Plan effectively
- supervise the student at all times, especially when outside the classroom when deemed necessary
- helping to keep the classroom environment a safe place for all
- observing and documenting the student behaviour and passing information onto the classroom teacher



## **School Psychologist**

The role of the School Psychologist is to assist in the improvement of learning outcomes for students by providing specialist consultation in the areas of counselling, education psychology and policy development. If you identify students who may need assessing, the School Psychologist is available one day per fortnight. Please contact the Early Intervention Leader to arrange a meeting.

## **Need to Know File**

The Need to Know File will be kept in the School Principal's office. This file contains information of student that all staff should be aware of. Students are considered Need to Know if they have a Medical Action Plan, Individual Behaviour Management Plan or Tier 2 or 3 mental health needs.

## **Crisis Management**

When a student is in crisis, they require IMMEDIATE support. The crisis management procedure is to be carried out by the Principal, Mental Health Team, and School Psychologist.

- Ensure the student is safe and supervised at all times
- Contact parents/carers, informing them of the situation and the need to come to school immediately
- Evidence letter to be developed, outlining mental health and wellbeing concerns and/or incidents for parent/carer to take to Silver Chain, GP or Emergency System
- ALL STAFF ARE INFORMED by the Principal
- If lockdown is needed, a parent letter is sent home on the day as a critical incident
- Meet with the student and parent/carer after they have attended Silver Chain, GP or Emergency System
- Mental Health Team member to complete a Risk Management Plan, updating Self-Calming Plan, and update all necessary staff
- Update the Need to Know File.

## **Ongoing Management of Students at Risk**

The Mental Health Team is responsible for the ongoing management of students at mental health risk. They are to ensure adequate hand over is provided to new classroom teachers, administration and support staff. The Mental Health Team will provide support in documenting and updating plans for these students and provide hand over to new schools.