

	1	2	3	4	5
Connection with Families					
1. Parents in our school community feel comfortable to call our school when they have concerns about their son.					
2. Parents in our school community know exactly who to contact within the school when they have a concern about their son.					
3. Teaching staff at our school see contact with parents and families as a key part of their role.					
4. Staff at our school feel adequately skilled to discuss social and emotional matters with parents.					
5. Our school actively involves parents in intervention plans for boys displaying behavioural, social or emotional difficulties at school.					
Comment:					
Prioritising Boys with Learning and Behavioural Difficulties	1	2	3	4	5
1. Teaching staff and management at our school recognise that boys with learning difficulties are at greater risk of mental health difficulties and allocate resources accordingly.					
2. Our school has a planned and effective strategy to identify boys with learning/behavioural difficulties, develop effective intervention plans, disseminate information on these boys, and review progress.					
3. The Academic Support Team at our school is adequately resourced to meet the needs of boys with specific learning and behavioural difficulties.					
4. Boys with learning and behavioural difficulties at our school make use of the support services that are available.					
5. At our school we provide learning support in a way that focuses on a boy's ability (rather than their disability) and which does not create stigma or draw unnecessary attention to the boy.					
Comment:					

Comments:

THE SCHOOL MENTAL HEALTH AND WELLBEING REPORT CARD



School: _____

Key: 1 = Outstanding, 2 = Strong, 3 = Sound, 4 = Basic, 5 = Limited					
	1	2	3	4	5
Quality Teaching and Learning					
1. Our teachers are aware of the connection between quality teaching and the mental health of boys.					
2. Our teachers modify their teaching strategies to suit the needs of boys and to engage boys in learning effectively.					
3. Our teachers create opportunities for all students, regardless of ability, to experience academic success in the classroom.					
4. Our teachers are aware of, and take into account, the developmental stages and specific educational needs of boys.					
5. Our teachers have the support of experienced colleagues when attempting to manage boys with challenging behaviours.					
Comment:					
Building Resilience					
1. Our school acknowledges that prevention is the best approach to mental health problems.					
2. Our school has methods of identifying and assisting boys who would benefit from resilience programs.					
3. Our school can articulate the measures we take to enhance resilience in boys.					
4. Our school has formal programs that enhance resilience for targeted students (such as anxiety and depression programs).					
5. Our school supports parents who need to build resilience in their sons.					
Comment:					
Measuring Social and Emotional Climate					
1. Our school is aware of the effect of the social and emotional climate on boys' mental health.					
2. Our staff measure and evaluate the social and emotional climate of our school.					
3. Our school uses the results of social and emotional climate surveys to plan future interventions.					
4. Our school reviews the efficacy of interventions we make to the social and emotional climate.					
5. Our school actively encourages input from boys and parents about the social and emotional climate of the school.					
Comment:					
Strong Pastoral Care					
1. Our school has a pastoral care system that promotes relationships between teachers and boys beyond the classroom.					
2. Each boy in our school is well known to at least one staff member who is alert to subtle changes in that boy over time.					
3. Our pastoral care system purposefully promotes connectedness between boys in our school.					
4. Our pastoral care system promotes cross-age relationships and mentoring opportunities.					
5. Our pastoral care system has ready access to advice and support from a qualified mental health professional (e.g., a psychologist).					
Comment:					

	1	2	3	4	5
Managing Bullying					
1. Our school has a clearly articulated and widely promoted anti-bullying policy and procedures.					
2. Boys at our school have a strong track record of seeking help from staff in the event of bullying.					
3. Staff at our school are well attuned to bullying behaviour and respond quickly and decisively when required.					
4. Boys at our school actively work with staff in trying to reduce bullying.					
5. Boys at our school have confidence that things will improve when they report bullying.					
Comment:					
Staff who are mental health aware and able					
1. Staff at our school model strong social and emotional skills to students (e.g. listening skills, conflict resolution, problem solving skills, and anger and stress management).					
2. All staff see the social and emotional development of students as part of their role.					
3. Our staff are suitably trained to recognise and respond to mental health issues of the boys in our care.					
4. Our staff have time in their work day/work week to attend to the social and emotional needs of boys at our school.					
5. Our school cares for the emotional well-being of staff through an Employee Assistance Program.					
Comment:					
Mental Health Policies					
1. An identified staff member, or group of staff, have responsibility for writing, implementing and reviewing mental health policies and procedures (including Critical Incident, Child Protection, Anti-bullying, Pastoral Care, Self Harm) within the school.					
2. Policies exist that ensure staff respond in a systematic and compassionate manner when they have concerns about a boy.					
3. Policies and procedures at our school are based on well informed, current mental health practices.					
4. Our policies encourage boys to be proactive about mental health concerns and seek help for themselves and others when necessary.					
5. Senior staff actively support positive mental health policies.					
Comment:					
Connecting with Mental Health Services					
1. Our school is well acquainted with a network of mental health services in our local community.					
2. We maintain regular communication with local mental health services and practitioners.					
3. We refer boys in our school to mental health services in an appropriate and timely manner.					
4. At our school mental health issues are not stigmatised and students receiving help from local mental health services or professionals are not disadvantaged.					
5. At our school we utilise local mental health services and professionals for advice and training.					
Comment:					