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The BRIDGES project has been instrumental in developing a practical resource and guide aimed at strengthening the delivery of services to the community in relation to safety, violence, racism, exclusion, discrimination and terrorism.

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The stories of young people and families that appear in this guide are examples only and have been developed for the purpose of this paper.

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# INTRODUCTION

"BYSA's vision for Blacktown is a city where young people are inspired, skilled and civically engaged members of the community". Blacktown Youth Services Association, in partnership with Living Safe Together – Australian Government have developed the BRIDGES (Building Resilience in Diverse Groups through Engagement and Support) project. This project is aimed at strengthening and building the capacity of BYSA, as well as other community organisations and schools within the Blacktown LGA, to implement a more collaborative approach to respond and address the issue of radicalisation and violent extremism in our community.

According to the ABS 2011 Census, Blacktown City is the largest city by population in NSW. It is the third largest LGA in Australia. Blacktown has a high proportion of young people in the city: 55,844 or (18.6%) of the Blacktown City population were aged between 12-24yrs and of this figure; 26,778 were aged 12-17yrs, with 29,066 aged 18-24yrs. Along with these high numbers of youth population, there also comes staggering figures of the number of disengaged young people. According to the Blacktown City Social plan (2012), some suburbs within Blacktown had 45% of disengaged young people aged 15-24 years who were not employed or attending an educational institute.

In 2013, Victoria University and Victoria Police released a paper titled "Community and Radicalisation: An examination of perceptions, ideas, beliefs and solutions throughout Australia". A key component of this research identified the causes and drivers of radicalisation and extremism. The research stated that there is a broad spectrum of causes and for many people, these drivers are interrelated. These causes include;

## PERSONAL AND INDIVIDUAL FACTORS

## SOCIO-CULTURAL FACTORS

## RELIGIOUS AND COMMUNITY LEADERSHIP

## POLITICAL FACTORS

The significant numbers of young people, high disengagement rates and large percentage of Humanitarian entrants in Blacktown demonstrates the need for this project to be delivered in our community. Combine these figures with the causes and drivers of radicalisation, these statistics indicate that approximately 85% of BYSA's clientele are more likely to engage with radicalised and extremist movements.

The safety and protection of young people within our community is the responsibility of everyone. We all equally play a part in ensuring that our young people are valued, included, respected and civically engaged members of the community.

This practise model will explore the role of community workers and professionals in contributing to this key objective.

# PURPOSE OF THE BRIDGES PROJECT

The purpose of the BRIDGES (Building Resilience In Diverse Groups Through Engagement and Support) project is to build the capacity and delivery of intervention youth services within the community, in responding to young people 'at risk'.

Over the past 28 years BYSA has been delivering strength-based, innovative and purposeful programs for some of the most at risk and disadvantaged young people living and studying within the Blacktown Local Government Area (LGA).

It is the purpose of this project to implement best practices models and service delivery plans to engage and support young people at risk of radicalisation and violent extremism.

This paper will aim to address the following key areas to assist in meeting this outcome;

- DEFINING THE 'REAL ISSUE' THE LINK BETWEEN YOUNG PEOPLE "AT RISK" AND YOUTH "AT RISK OF RADICALISATION".
- UNDERSTANDING THE CONNECTION BETWEEN RADICALISATION AND TERRORISM.
- ENGAGING WITH YOUNG PEOPLE IN OUR COMMUNITY.
- SUPPORTING DISADVANTAGES, DISENGAGED AND 'AT RISK' YOUNG PEOPLE- STRATEGIES AND INTERVENTION TOOLS.
- STARTING CONVERSATIONS - A WALK THROUGH METHOD ON HAVING DIFFICULT AND IMPORTANT CONVERSATIONS WITH YOUNG PEOPLE AND THE GREATER COMMUNITY.
- SAFETY THROUGH THE LENS OF YOUNG PEOPLE & THE COMMUNITY - CONSULTATION FINDINGS AND RECOMMENDATIONS.
- ADAPTING SERVICE STRUCTURES AND APPROUCHES - INCLUSIVE VS EXCLUSIVE.
- SERVICE AND COMMUNITY COLLABORATION.



**DEVELOPING THIS RESOURCE IS ONLY THE FIRST STAGE IN ADDRESSING THE THREAT OF VIOLENT EXTREMISM AND TERRORISM IN OUR COMMUNITY.**

**IT IS THE HOPE THAT THIS PRACTISE APPROACH WILL INSPIRE ACTIVISM AND FOSTER HOPE FOR A SAFER COMMUNITY.**



## DEFINING THE 'REAL ISSUE' WHAT IS 'AT RISK'?

The term 'At Risk' is used interchangeably within the community services sector to define a person's behaviour and/or susceptibility to being harmed or neglected by themselves or by another person.

The Australian Institute of Family Studies official definition of 'At Risk' encompasses all of the following for Individual's and/or Groups within the community;

- Disengaged from their community socially, or from education and employment.
- Child Protection context posing the child or young person to be living in an unsafe environment with the absence of some/ or all of the following; adequate care, love, nurturing, shelter, support or protection.
- Association and/or previous or ongoing involvement in criminal related behaviour.
- Being a victim, witness or perpetrator of crime (including Domestic/Family violence, problematic sexualised behaviour & sexual assault)
- Lack of adequate shelter/ Homelessness
- Mentally/Emotionally unwell (including self harm, and suicidal ideation etc)
- Battling addictions (including AOD, Gambling etc)

(Australian Institute of Family Studies, 2013).

- Within the context of working with children and young people the following risk indicators as determined by the Department of Family and Community Services (FaCS) include;

### BEHAVIOURAL INDICATORS

- Truancy, emotionally unstable, disruptive behaviour, displaying suicidal intent or self-harm, anti social behaviour, violent or aggressive in the community, social isolation, juvenile offending, vandalism, drug and/or alcohol abuse, rejecting parental support, low self-esteem, lack of social and communication skills.

### SITUATIONAL INDICATORS

- Unemployed, homeless, socially disadvantaged, family and domestic violence, alcohol and other drug use in the home, family breakdown, transient families, lower socioeconomic families, abused children.

### EDUCATIONAL INDICATORS

- Underachieving academically, not coping in classroom situations, poor literacy and numeracy skills, suspended from school or excluded.

# RISK AND RADICALISATION

A research paper developed by Victoria University and Victoria Police in 2013 titled; 'Community and Radicalisation: An examination of perceptions, ideas, beliefs and solutions throughout Australia, suggests that 'At Risk', marginalised, and disengaged young people are interrelated with radicalised and extremist movements. The causes and drivers highlighted throughout this study included the following;

## **PERSONAL & INDIVIDUAL FACTORS:**

Lack of belonging, low self esteem, family violence, tensions between multiple cultural alliances and psychosocial vulnerability.

## **SOCIO-CULTURAL FACTORS:**

Marginalisation, racism, social exclusion and experience of discrimination (particularly for Muslim and African background participants).

## **RELIGIOUS & COMMUNITY LEADERSHIP:**

Misleading Religious leaders and lack of social support structures.

## **POLITICAL FACTORS:**

Perceived frustrations and injustices, especially for Muslim-background participants, in the realm of international affairs and Western foreign policy.

Over the past decade the community services sector has seen a significant shift in the structure of service delivery. It has seen 'Early intervention and prevention services' move into the role of 'Intensive Family Support Services'. Furthermore, This has led to problematic gaps in the delivery of services across the state. It has been suggested in studies conducted by the Australian Institute of Family Practise, that these gaps have led to the capacity of services in identifying potential risks of future harm and neglect of a child or young person to be 'compromised'. This is due to the increasing need for services to support higher level risk cases.

"In Australia, during the past decade notifications have more than tripled" (AIFS, 2011).

*THESE OVERWHELMING FACTS AND FIGURES SUGGEST THAT WITHOUT ADEQUATE 'EARLY INTERVENTION AND PREVENTION' SERVICE STRUCTURES, CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES WILL REMAIN VULNERABLE TO BEING A VICTIM, WITNESS OR PARTICIPANT IN RISK TAKING BEHAVIOUR.*

*THE CONNECTION BETWEEN OUR MOST VULNERABLE CHILDREN AND YOUNG PEOPLE, AND THE THREAT OF VIOLENT EXTREMISM CANNOT AND SHOULD NOT BE VIEWED SEPARATELY.*

*THE INSTITUTION OF CRIME IN AUSTRALIAN SOCIETY IS HEAVILY INFLUENTIAL ON OUR MOST VULNERABLE, DISADVANTAGED AND MARGINALISED MEMBERS OF SOCIETY. IT IS THE RESPONSIBILITY OF THE ENTIRE COMMUNITY TO REJECT AND CHALLENGE THESE LEVELS OF OPPRESSION THAT NOT ONLY EXIST, BUT ARE MAINTAINED SYSTEMATICALLY THROUGHOUT THE NATION.*

# ASSESSING RISK-CHECKLIST

IS THE YOUNG PERSON CURRENTLY OR HAVE THEY PREVIOUSLY EXPERIENCED ANY OF THE FOLLOWING?

<b>RISK INDICATOR</b>	<b>ASSESSMENT OUTCOME</b>
<b>LACK OF BELONGING</b>	
<b>LOW SELF-ESTEEM</b>	
<b>FAMILY VIOLENCE</b>	
<b>TENSION BETWEEN CULTURAL ALLIANCES</b>	
<b>PSYCHOSOCIAL VULNERABILITY</b>	
<b>MARGINALISATION</b>	
<b>RACISM</b>	
<b>SOCIAL EXCLUSION</b>	
<b>DISCRIMINATION</b>	
<b>MISLEADING RELIGIOUS LEADERS</b>	
<b>LACK OF SOCIAL SUPPORT STRUCTURES</b>	
<b>PERCEIVED FRUSTRATIONS AND INJUSTICES ESPECIALLY IN THE REALM OF INTERNATIONAL AFFAIRS AND WESTERN FOREIGN POLICY.</b>	
<b>FINAL ASSESSMENT OUTCOME</b>	



# RADICALISATION AND TERRORISM

## WHAT IS A TERRORIST ACT?

As defined by the Attorney General's Department; A 'terrorist act' is an act, or a threat to commit an act, that is done with the intention to coerce or influence the public or any government by intimidation to advance a political, religious or ideological cause, and the act causes:

- DEATH, SERIOUS HARM OR ENDANGERS A PERSON
- SERIOUS DAMAGE TO PROPERTY
- A SERIOUS RISK TO THE HEALTH OR SAFETY OF THE PUBLIC, OR SERIOUSLY INTERFERES WITH, DISRUPTS OR DESTROYS CRITICAL INFRASTRUCTURE SUCH AS A TELECOMMUNICATIONS OR ELECTRICITY NETWORK.

A terrorist act does not cover engaging in advocacy, protest, dissent or industrial action where a person does not have the intention to urge force or violence or cause harm to others.

If found guilty of committing a terrorist act, a person could face up to life imprisonment (Attorney-General's Department, 2014).

## WHAT IS A TERRORIST ACT OFFENCE?

According to the Attorney General's Department; A terrorist act offence is committing one of the following acts;

- COMMIT A TERRORIST ACT
- PLAN OR PREPARE FOR A TERRORIST ACT

- FINANCE TERRORISM OR A TERRORIST
- PROVIDE OR RECEIVE TRAINING CONNECTED WITH TERRORIST ACTS
- POSSESS THINGS CONNECTED WITH TERRORIST ACTS, OR
- COLLECT OR MAKE DOCUMENTS LIKELY TO FACILITATE TERRORIST ACTS

A person may be convicted of a terrorist act offence if the person intends to commit one of these offences or if the person was reckless as to whether his or her actions would amount to a terrorist act. For example, a person may be found guilty of a terrorist act offence where the person intentionally prepared or planned the commission of a terrorist act but did not actually commit the terrorist act themselves. A person may still commit a terrorist act offence even though a terrorist act did not occur (Attorney-General's Department, 2014).

## DOES RADICALISATION ALWAYS INVOLVE VIOLENCE?

Some movements advocate and attempt to implement positive, non-violent attitudes and actions to change politics and society. For example, the suffragettes who struggled to get the right to vote for women in the early twentieth-century can be seen as a radical movement and those involved would have gone through a process of radicalisation to come to these beliefs. Groups that advocate such attitudes often offer a challenge to conventional understanding that can radically transform a country's social and political landscape.

This is different from radicalisation towards violent extremism where individuals advocate or use violence or other unlawful activity to support their beliefs. (Attorney-General's Department, 2014).

# AUSTRALIA'S COUNTER-TERRORISM STRATEGY 2015

1. Identify & divert violent extremists and where possible, support them in disengaging from violent extremism.
2. Identify & support at-risk groups and individuals to resist and reject violent extremist ideologies.
3. Build community cohesion and resilience to violent extremism.
4. Communicate effectively to challenge extremist messages and support alternative narratives.

According to the Australian Government's Countering Violent Extremism strategy released in 2015, the priority focus areas under the Countering Violent extremism unit include;

## IDENTIFICATION AND INFORMATION SHARING

Identifying violent extremist ideology at an early stage and facilitating enhanced sharing of information and intelligence.

## MOTIVATION, RECRUITMENT AND CONTAINMENT

Understanding the process and methods of recruiters and the motivation of recruits, and containing the influence. (CVE Strategy, 2015).





## LOUISA'S STORY....

Louisa is 14 years old. She lives in Blacktown in a residential service with other young people under the care of the minister. Louisa has only recently gone into care following a breakdown with her family. Louisa has spent many of her years growing up exposed to Domestic and Family violence, as well as persistent physical, verbal, and psychological abuse perpetrated by her biological family. Louisa is struggling with undiagnosed mental health issues and has begun frequently self harming. Louisa's social circle/networks are currently engaging in illegal activities including; physical violence, cyber-bullying, character defamation, alcohol and drug use. She has recently made threats to harm and endanger her biological family and has disclosed that she has a plan on how to carry this threat out.

Louisa is sexually active and has engaged in unprotected sex and is also aware that her adult sexual partner is engaging in sexual activity with more than one other person under the legal age. Observations by youth workers have been made in relation to Louisa's attendance at her alternative education setting, declining due to conflicts with fellow students, one of which led to a classmate being assaulted by Louisa resulting in hospital treatment and Louisa being suspended.

The concerns regarding Louisa's safety, protection and well-being have been identified to meet the threshold of Risk of significant harm (ROSH) on several occasions and weekly observations indicate that Louisa's behaviour and level of risk has escalated leading to weekly reports being made.

### THE QUESTION IS... IS LOUISA AT RISK OF RADICALISATION?

Please note Louisa's story although not un-common, has been developed for the purpose of this report only. This paper will refer to Louisa's story as a guide for demonstrating models of practise within a practical context for the reader.



# ENGAGING WITH YOUNG PEOPLE

"Young people are disproportionately involved in and affected by the problems that beset communities and states". In New South Wales, young people between the ages of 12-24 years equate to 18% of the overall state population. Of this percentage, 24.6% of this youth population reside in Western Sydney, equating to approximately 308,366 young people living within the Western Sydney region. As shown in these figures, young people represent a large proportion of the overall state's population.

Engaging and supporting young people within our communities is vital in building upon their capacity, and skills, with the aim of supporting young people to become inspired, skilled and civically engaged members of the community. The following engagement strategies focus on Direct service delivery, Community events, and Skills-based programs.

## DIRECT SERVICE DELIVERY

Direct service delivery refers to the provision of support services to the community.

Service delivery can be viewed differently from service to service and can be implemented as simply information/Advice/Referral, through to intensive casework and counselling support. When considering your individual and organisation's role in the provision of service to young people, it is important to understand where your organisation fits into the spectrum of services within the sector.

Furthermore, for some services, supporting young people may step outside their core client group. This may mean that you work with adults (Client), with a young person who lives in their care. As service professionals we all hold the responsibility of being mandatory reporters and therefore all have a responsibility in keeping children and young people safe.



### QUICK TIPS:

*Find an innovative and creative new way to engage with your client for each meeting. This may include using interactive measures such as ipads, sport and art.*

*Also consider where the client feels safest. This will help to 'create safety' more efficiently & effectively with the young person.*

**SUPPORTING YOUNG PEOPLE, SIMILAR TO ANY OTHER CLIENT GROUP REQUIRES AN ADAPTABLE AND FLEXIBLE PRACTISE APPROACH.**

**YOUNG PEOPLE THRIVE IN AN ENVIRONMENT IN WHICH THEY FEEL SAFE, UNDERSTOOD AND RESPECTED. MANY YOUNG PEOPLE VOICE THEIR FRUSTRATION WITH SYSTEMS AND SERVICES THAT DO NOT MEET THIS OBJECTIVE.**



## HOW CAN YOU IMPLEMENT THIS IN YOUR WORK?

Developing innovative and cutting edge practices with young people.

'Being with' and 'Time in' is important in assisting the young person to feel comfortable. This requires a worker to adapt their practice to reflect how the young person is feeling (consider their body language, topic of conversation, and behaviour, what is this suggesting?).

- Knowing when 'time out' is needed and creating a safe environment for this to take place.
- Being creative, and 'thinking outside the box'. Young people often respond well when the focus is taken away from their 'issues' and rather focussed on the things they love and enjoy 'strengths'.
- Building a trusting relationship, and 'creating safety'. When considering how to create and build a safe and trusting professional relationship it is important to meet on their level, allowing the expectations of the relationship to be realistic (This can flow from the start through to independence, with the use of realistic goals and case plans).



### **QUICK TIPS:**

*Think about your community event.*

*Is it to start a conversation? or is it to celebrate the end of a project or achievement?*

# COMMUNITY EVENTS

Community events play an important role in 'bringing community together'. Engaging young people in a community based setting is important in building social cohesion and harmony. This is due to the role young people play in not only the future of the community, but the present. Young people can be engaged in a range of different ways, this may include one or more of the following roles;

- **PARTICIPANTS** - Young people can be participants in many forms, such as; Performers, community visitors, stall holders, and/or guest speakers etc.
- **VOLUNTEERS** - Volunteering in the planning and facilitation of community events, including set up, backstage support and handing out merchandise etc.
- **STEERING COMMITTEE MEMBERS** - Engaging young people in the strategic direction of your organisation's community events, igniting young people's voices for what they want and need from the services in their community.

# SKILLS BASED PROGRAMS

Skills based programs play another key role in upskilling and building the capacity of young people within our community. Skills based programs focus on the further development of young people's awareness and understanding regarding a range of different topics, some of these include;

- **SOCIAL SKILLS DEVELOPMENT** - Focussing on the social aspect of human development. Social skills explores the varying social roles and interactions within society. This is inclusive of; personal feelings, communication, emotional regulation, behavioural regulation, understanding judgement and bias, and recognising other human's emotions and behaviours.
- **CREATIVE SKILLS DEVELOPMENT** - Focussing on the creative aspect of human development. Creative skills programs explore the creative elements and forms of expression to further build upon a group/individuals ability to find purpose, passion and meaning.
- **PHYSICAL & EMOTIONAL SKILL DEVELOPMENT** - Focussing on the physical and emotional aspect of human growth and development.



## QUICK TIPS:

*Think about your community event. Is it to start a conversation? or is it to celebrate the end of a project or achievement?*



## QUICK TIPS:

*In developing skills based programs for young people it is important to consider the following:*

- *Are there safety risks?*
- *Are there any behaviours that may affect the delivery of the program be adapted to support these needs?*
- *What are the key needs of the participants and how can the program be adapted to meet these needs?*

Physical and Emotional skills based programs explore the roles of physical exercise, healthy eating, puberty, emotional regulation, understanding emotions and feelings, expression and connecting young people to appropriate supports as required.

# AFTER-SCHOOL PROGRAMS

After-school programs refers to the delivery of programs within a 'drop-in' context.

After schools programs are beneficial for young people to find safety, inclusion, develop friendships, learn new skills, experience positive role models and mentors, and connect to their community. After school programs can consist of one of the following, however is not limited to these categories;

- YOUNG WOMEN'S PROGRAMS
- YOUNG MEN'S PROGRAMS
- MUSIC BASED PROGRAMS
- ART PROGRAMS
- GARDENING & GREEN THUMB PROGRAMS
- FITNESS PROGRAMS
- SPORTS & RECREATIONS PROGRAMS
- DANCE PROGRAMS
- DRUG & ALCOHOL PREVENTION OR RECOVERY PROGRAMS
- MENTAL WELLBEING PROGRAMS (PREVENTION OR RECOVERY)
- SIBLING SUPPORT PROGRAMS
- DISABILITY/RESPITE PROGRAMS
- SCHOOL HOLIDAY PROGRAMS
- EMPLOYMENT PROGRAMS
- HOMEWORK SUPPORT PROGRAMS
- LITERACY & NUMERACY PROGRAMS



## QUICK TIPS:

*Think about the needs and visions of your young people, how can you create greater opportunities for your clients.*

*Example;*

*Computers for study & employment access, Music Studio & instruments for artist development, Art studio for creative art development & expression. Gym for training and physical health & Wellbeing etc.*

*Thinking outside the box, be creative!*

# STARTING CONVERSATIONS

Starting conversations may seem easy. Many of us do this in our everyday work. But how do we have difficult conversations with our young people and the community that we work with. Difficult conversations are at the forefront of what we do, but how **EFFECTIVE** are these conversations?

Do they **ADDRESS** the 'Real issue'?

Does this strategy **INSPIRE** and **MOTIVATE** change?

Having conversations with community about Safety is vital to building social cohesion and harmony.

## BUT WHERE DO YOU START?

Conversations can be both formal and informal, they can be held at a backyard BBQ, community event or in your office. Before having these conversations you may find it helpful to consider the following; ( It may assist you to refer back to Louisa's situation, how might you engage Louisa? What do you need to consider?)

Am I the right person to have this conversation?  
(are you properly trained, is there someone with more skills available, does the client/group have a good rapport with you?)

Do I have the resources and skills to support my role, and the client or community I am engaging with?  
(Do I have a guide to support this target group, do I have resources to support the client?)

Is the environment safe and suitable for myself and the client to have this conversation? (Are there any possible triggers in the area, is it a confidential space?)

■ Consider the content of discussion. What is the purpose of the conversation? (Do you have the knowledge to properly assess the situation, do you have experience in responding to disclosures or complex behaviours?  
How might you manage these?)

■ Communication, knowing when to speak, when to listen and when to ask questions. Communication is a vital tool in managing situations. (Do you have an understanding of the different questioning types? Consider your tone, body language and physical positioning during the conversation)

■ Encourage participation (Do you have the resources to support you in encouraging the young person to participate?  
E.g. getting to know you cards, psychology feeling picture cards, etc).

- Utilise and familiarise yourself with your organisation's framework for service delivery (Does this framework have strategies regarding strength-based and/or client-focussed practise? How can this be implemented throughout your interactions with this individual and/or group?).
- Wrapping up the conversation. When wrapping up the conversation it is important to summarise the content of discussion, ensure that you have a solid understanding of the purpose of the conversation, have a clear idea of both of your (Client and worker) roles following on from the conversation, consider and document agreed actions)
- What do you do following on from a disclosure? Disclosures may be made throughout your conversation. Young people will often make disclosures when they are comfortable and/or feeling safe. Disclosures may require a report to Police, Department of Family and Community Services, Australian Federal Police, Mental Health Teams . (Please refer to Appendix II for assessment tools and resources to support this process).
- What systems can you put in place to minimise the safety risks to this young person following a disclosure. (Consider what supports are available to this young person, Have you developed a safety plan together? Is the young person aware of their rights? Do you need to inform a parent or guardian?

Does this young person need the assistance of Medical staff, police, Mental health support teams).

As referenced previously in this paper, conversations with the community can take place both formally and informally. Other methods of communication with the community may include; Please refer to Appendix II for samples of these methods.

- Surveys/Consultations(facetoface,online,overthephone)
- Community Newsletters (keeping the community informed about upcoming events and new programs and initiatives)



SOCIAL MEDIA  
(POSTINGS ON  
FACEBOOK, TWITTER,  
YOUTUBE ETC)



SCHOOL VISITS  
(ASSEMBLIES, DURING  
PROGRAMS AND/OR  
CLIENT VISITS)



EMAIL  
(NOTIFICATIONS/UPDATES).



# SUPPORTING VULNERABLE YOUNG PEOPLE IN OUR COMMUNITY

"Young people need models, not critics" (Wooden, J, n.d.). Supporting young people 'At Risk' in the community is a challenging task, there isn't one clear answer or strategy that can be applied in our practise, and this often contributes to the complex nature of the situations experienced and faced by our young people.

A collaborative approach to community work is vital in supporting families and young people to live safe, healthy and fulfilling lives as active members of their communities. However the definition of 'safety', 'health' and 'fulfillment' are often viewed and determined differently by each individual within society. This paper will refer to the definition of Human rights as outlined under 'The Universal Declaration of Human Rights' which is; " Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which

human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law, Whereas it is essential to promote the development of friendly relations between nations" (United Nations General Assembly, 1948 p.1).

"Keeping children safe from harm requires a vigilant and informed community that is confident in making judgements and is assertive in taking actions. It is essential that all practitioners working with children and young people are able to understand the role each plays in protecting children" (Pike, Morand & Neville, 2010).

## SAFE

Minimising safety risks, through maximising accessibility to supports is pivotal to ensuring children and young people get the best start in life.

The role of all support services within the community, health, disability, children's services, education and justice systems; in supporting this objective; is to work collaboratively and consistently, with a commitment to supporting young people to achieve their goals; through education, mentorship, advocacy, opportunity, encouragement and support. It is imperative for this approach to comprise of the following; justice, respect, purpose, understanding, empathy, passion and innovation.

# HEALTHY

Improving health outcomes for children and young people. Minimising the risk of disorganised intergenerational trends/cycles.

*“Don’t assume that you know something... ask questions if you need to. Don’t judge us... be open and accepting of what we tell you. Don’t talk in a language that we won’t understand... use words we can take with us. Don’t break our confidentiality... explain to us about this so we are aware of it. Don’t focus on the negative aspects of our lives... help us to see the positives as well. Don’t try and lead us where you want us to go... walk beside us and offer a helping hand along the way”.*

(Youth Health Policy, 2011-2016).

Recommendations from the 2011-2016 NSW Youth Health Policy suggest that in order to create better health outcomes for young people; health providers and community service workers need to work collaboratively in ensuring the following is considered and implemented across the state;

- Take a holistic approach to young people’s wellbeing
- Recognise the range of factors and issues that affect a young person’s wellbeing and respond in purposeful and innovative ways to address these issues
- Have strong partnerships with specialist services that support disadvantaged young people and those at risk of poorer health outcomes
- Draw on the expertise of mainstream and specialist resources to help find the most suitable path to care for young people
- Provide advice, information and referral services to young people who are carers
- Have partnerships with schools and post school education and training to support young people’s health in all settings
- Help young people to navigate the health system so they can find the care that they need
- Create seamless transitions between children’s or adolescent health services and adult health services
- Understand, respect and celebrate diversity and difference in all its forms
- Recognise and respond to the needs of young people through current multidisciplinary care frameworks.

- Respect young people’s privacy and confidentiality in consultations, procedures and general interactions with the patient/client.
- Provide specialised adolescent spaces for young people in which they can receive treatment in the company of other young people.
- Incorporate appropriate recreation facilities creating opportunities for young people to learn, grow and develop.
- Ensure specialists and practitioners are fully trained and educated about working with young people in the community and healthcare industries.

*“DON’T ASSUME THAT YOU KNOW SOMETHING... ASK QUESTIONS IF YOU NEED TO. DON’T JUDGE US... BE OPEN AND ACCEPTING OF WHAT WE TELL YOU. DON’T TALK IN A LANGUAGE THAT WE WON’T UNDERSTAND... USE WORDS WE CAN TAKE WITH US. DON’T BREAK OUR CONFIDENTIALITY... EXPLAIN TO US ABOUT THIS SO WE ARE AWARE OF IT. DON’T FOCUS ON THE NEGATIVE ASPECTS OF OUR LIVES... HELP US TO SEE THE POSITIVES AS WELL. DON’T TRY AND LEAD US WHERE YOU WANT US TO GO... WALK BESIDE US AND OFFER A HELPING HAND ALONG THE WAY”.*

# FULFILLING

Encouraging and facilitating opportunity for young people to engage, participate and learn. Creating foundations for young people to live fulfilling lives. The key focus areas for 2016 in relation to youth engagement and fulfillment include;

- Addressing the structural and individual barriers adolescents may face to living fulfilling and happy lives and achieving their potential;
- Keeping the focus on the strengths and rights of young people in addressing concerns of disadvantage.
- Acknowledging the role of the community sector as partners in the delivery of policy objectives;
- Building greater collaboration between all parts of the service system and government, including youth specific services, adult services, education, justice and employment to improve outcomes for young people;
- Providing a holistic focus on a young person’s context in order to understand the individual support needs in assisting young people to thrive consider; family values, community culture and place.
- Recognising and celebrating the diverse identities, experiences and needs of young people.

For young people transitioning out of state care: “Care leavers can be better supported if they are equipped with improved employment and independent living skills and more social and emotional skills while in care, and the state continues to act as a ‘good’ parent in the first few years after leaving care” (Council of Australian Governments, 2009, p. 25).

# SAFETY THROUGH A YOUTH LENS

For the purpose of this project, the BRIDGES project team consulted with over 200 young people residing with the Western Sydney Region. This consultation paper focused on young people’s understanding of terrorism, their susceptibility/vulnerability to become radicalised and their vision for a safer community where young people are actively engaged and valued members of society.

The key areas of consultation for the BRIDGES project comprised of the following;

Youth consultation focus areas:

- Individual and Community Safety
- Youth participation and action

- Characteristic analysis
- Individual and Community needs/concerns
- Engagement methodology
- Activating young people’s voices
- Young person’s understanding and views on war & terrorism

Over the past 10 months Blacktown Youth Services Association consulted with young people across the Western Sydney region to hear their views and recommendations for a safer and more inclusive community. Of the 300 young people that we consulted with; 64.29% were aged between 12-18yrs and 35.71% were aged between 19-24yrs. Furthermore, 64.29% were Female, 35.71% were Male and 0% identified as being other. The participants that contributed to this process identified from the following cultural backgrounds; Australian, Turkish, Fijian, Hawaiian, Japanese, Liberian, Guinean, New Zealand, English, Ghanaian, Burmese, and American.

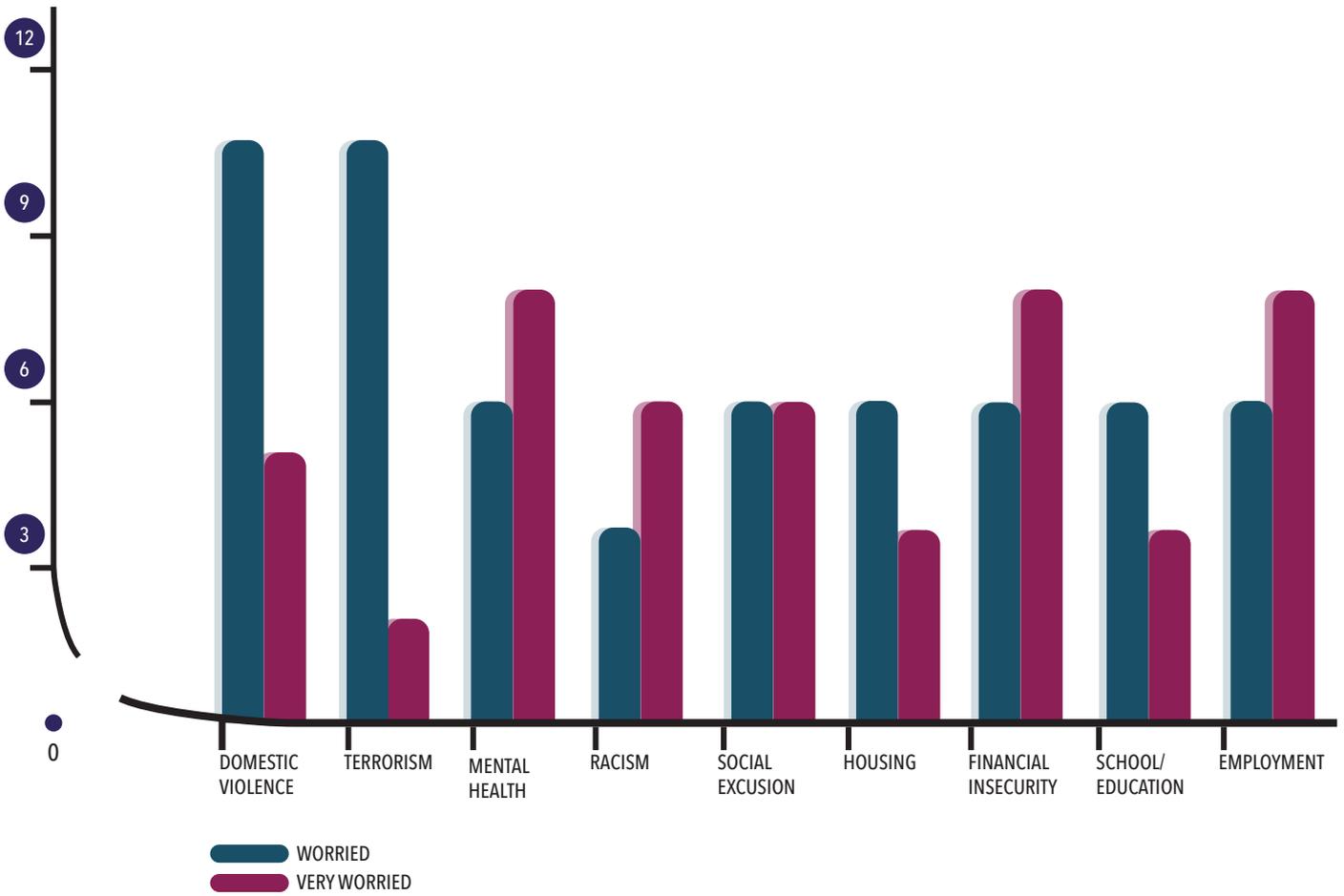
## PLEASE FIND BELOW THE RESPONSES FROM THE CONSULTATIONS;

How would your Friends best describe you? (e.g. Kind, Caring, Funny, Sporty). The Key responses in this part of the consultation included;

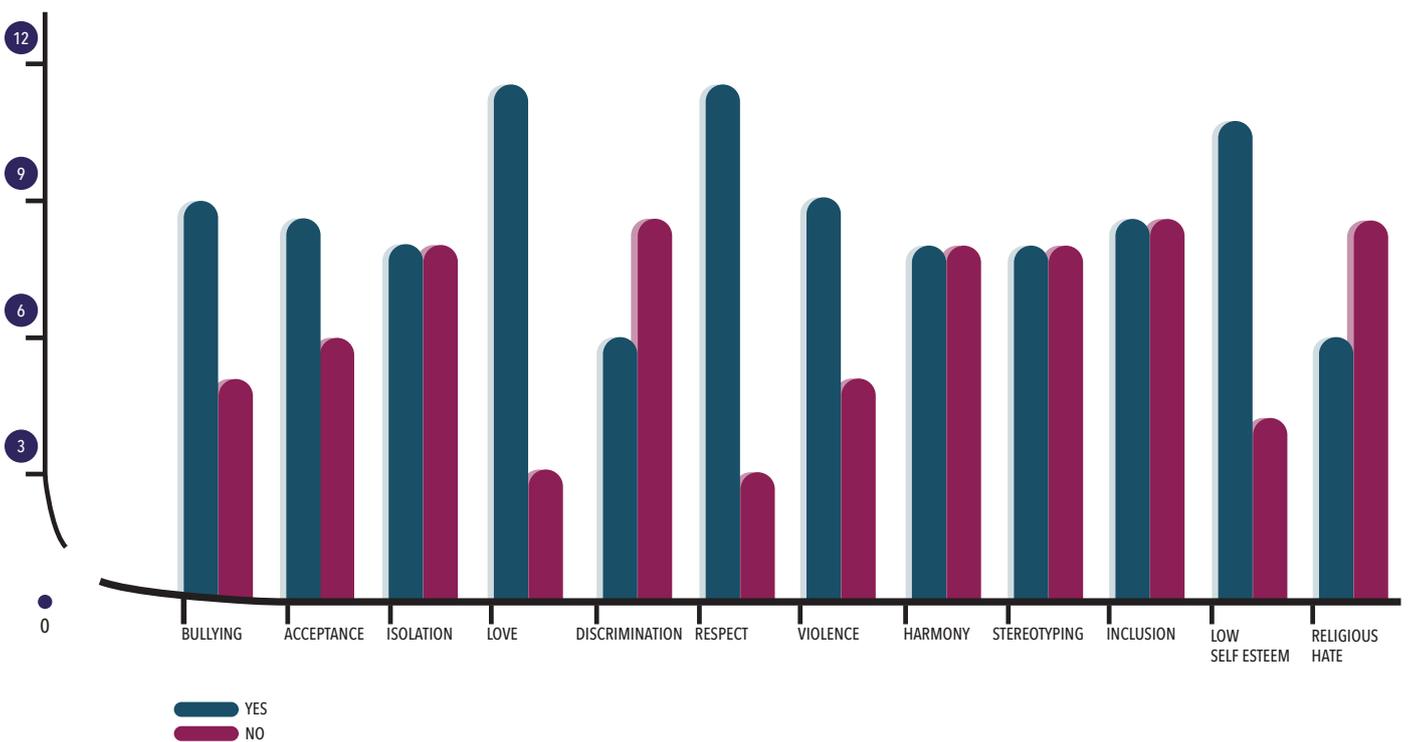
A grid of 27 dark teal rounded rectangular buttons containing various adjectives:

- CARING
- FUN
- ENERGETIC
- OUTGOING
- SPORTY
- OUTGOING
- NICE
- HUMEROUS
- LOVEABLE
- BUBBLY
- KIND
- LOVING
- AWESOME
- LOYAL
- FUNNY
- HELPFUL
- HARD WORKING
- MOTIVATED

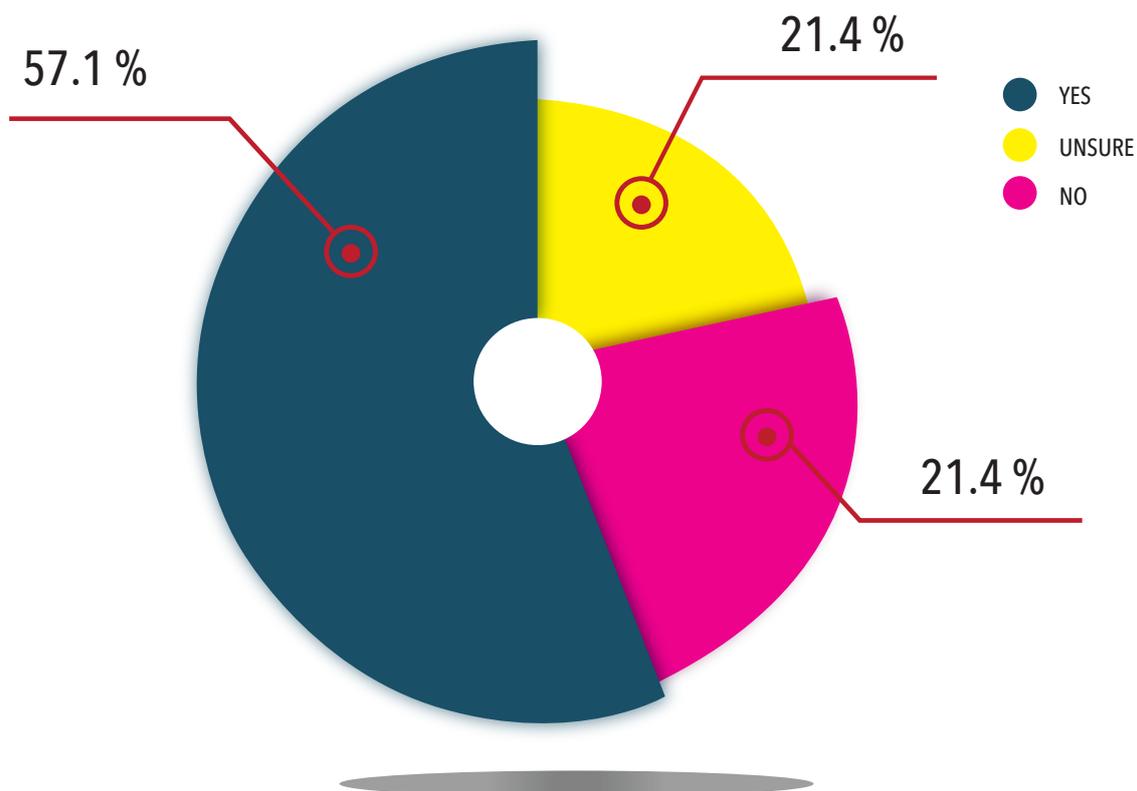
## PARTICIPANTS PERSONAL LIFE CONCERNS



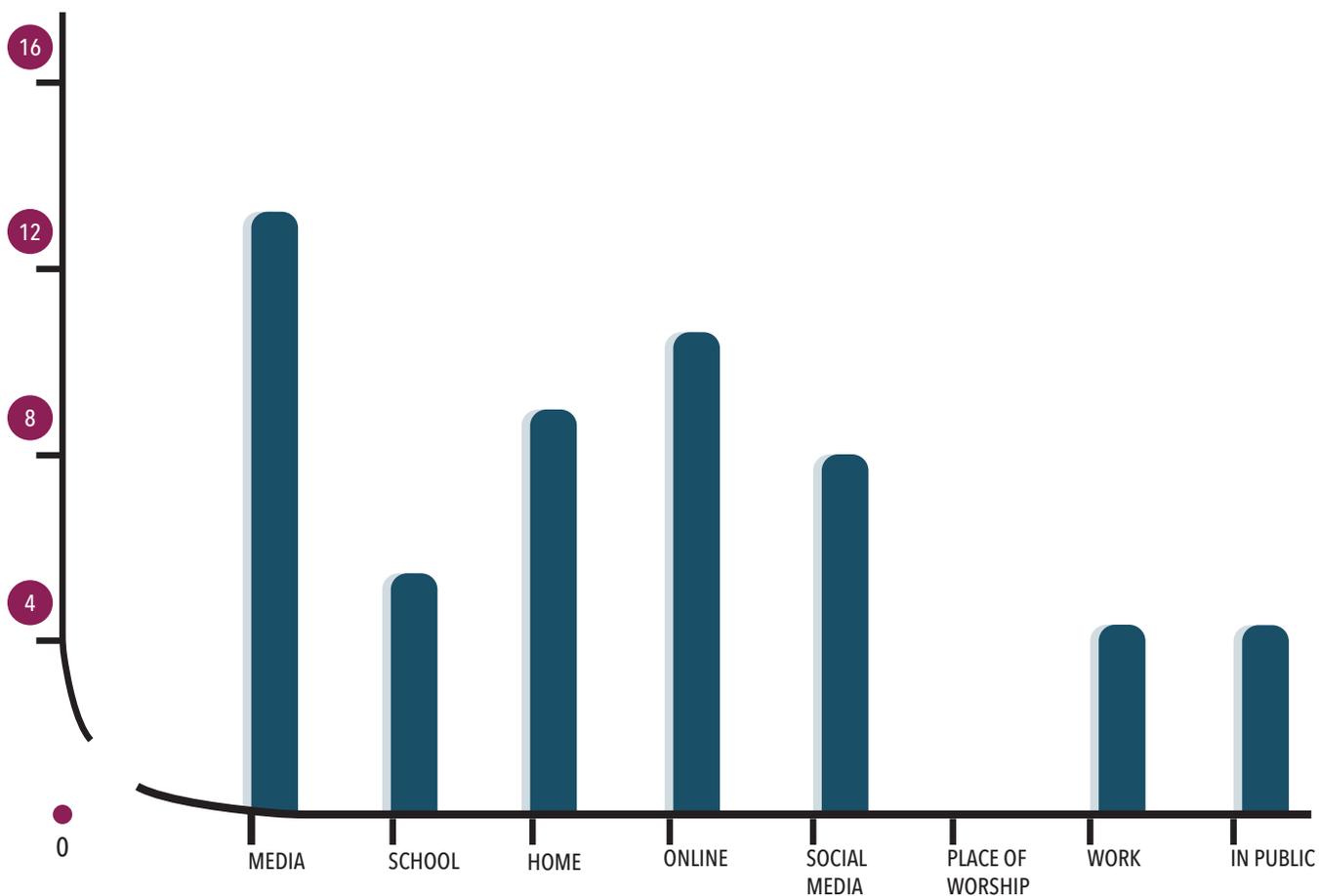
## PARTICIPANTS WHO HAVE EXPERIENCED THE FOLLOWING



## HAVE YOU RECENTLY BEEN GIVEN THE OPPORTUNITY TO BE A LEADER OR ROLE MODEL?



## WHERE HAVE YOU HEARD ABOUT TERRORISM?



**THROUGHOUT THE CONSULTATION PHASE OF THIS PROJECT WE ASKED YOUNG PEOPLE TO DESCRIBE WHAT A TERRORIST LOOKS LIKE TO THEM. THE FOLLOWING POINTS WERE RAISED BY YOUNG PEOPLE THROUGHOUT OUR DISCUSSIONS;**

## **WHAT DOES A TERRORIST LOOK LIKE TO YOU? THE VOICES OF SOME OF THE YOUNG PEOPLE CONSULTED**

- "SOMEONE WHO BEHEADS PEOPLE"
- "SOMEONE WHO BLOWS THINGS UP"
- "A PERSON WITH A DISLIKE FOR A PARTICULAR RELIGION OR RACE"
- "SOMEONE WHO IS OF A THREATENING NATURE TO ANOTHER PERSON/S OR PLACE"
- "IT'S MORE ABOUT WHAT THEY DO, THAN WHAT THEY LOOK LIKE"
- "THERE IS NO SPECIFIC LOOK, ONLY ACTION CAN DETERMINE A TERRORIST"
- "ANYONE IS CAPABLE OF TERRORISM"
- "A PERSON WITH A GUN AND A MASK COVERING THEIR FACE"
- "I'M NOT STEREOTYPING ANYONE"

*(YOUTH CONSULTATIONS, 2015-2016)*

## **WHAT WOULD MAKE YOUNG PEOPLE FEEL MORE CONNECTED TO THEIR COMMUNITY?**

71.43% MORE FREE COMMUNITY EVENTS

21.43% REGULAR COMMUNITY UPDATES

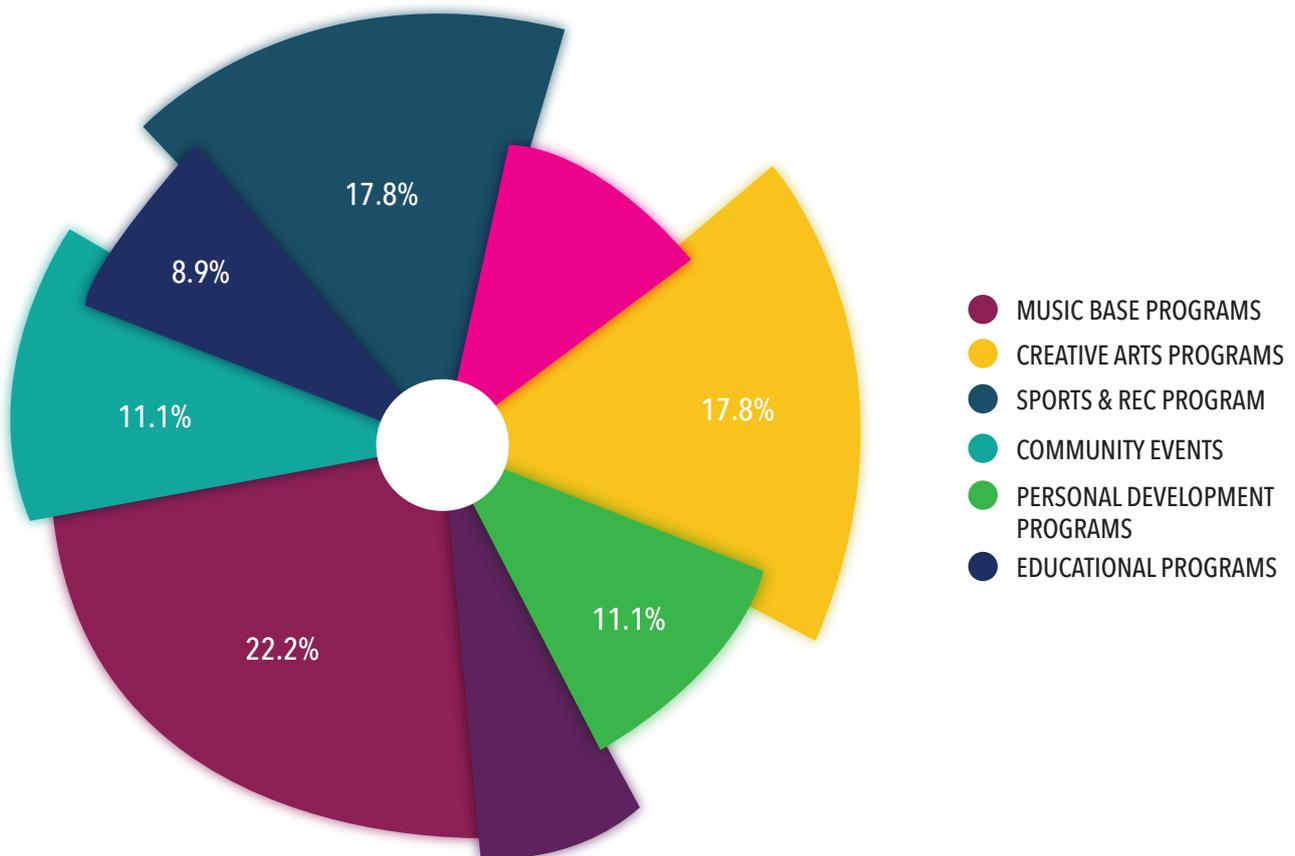
64.29% MORE PUBLIC SPACES (PARKS, POOLS, SKATE PARKS, ATTRACTIONS ETC). 28.57% NEIGHBOURHOOD MEET AND GREET (CHANCE TO MEET YOUR NEIGHBOURS). OTHER SUGGESTIONS/RECOMMENDATIONS MADE BY YOUNG PEOPLE:

AN ALL ROUND DISCUSSION WITH RELIGION AND TRUTH.

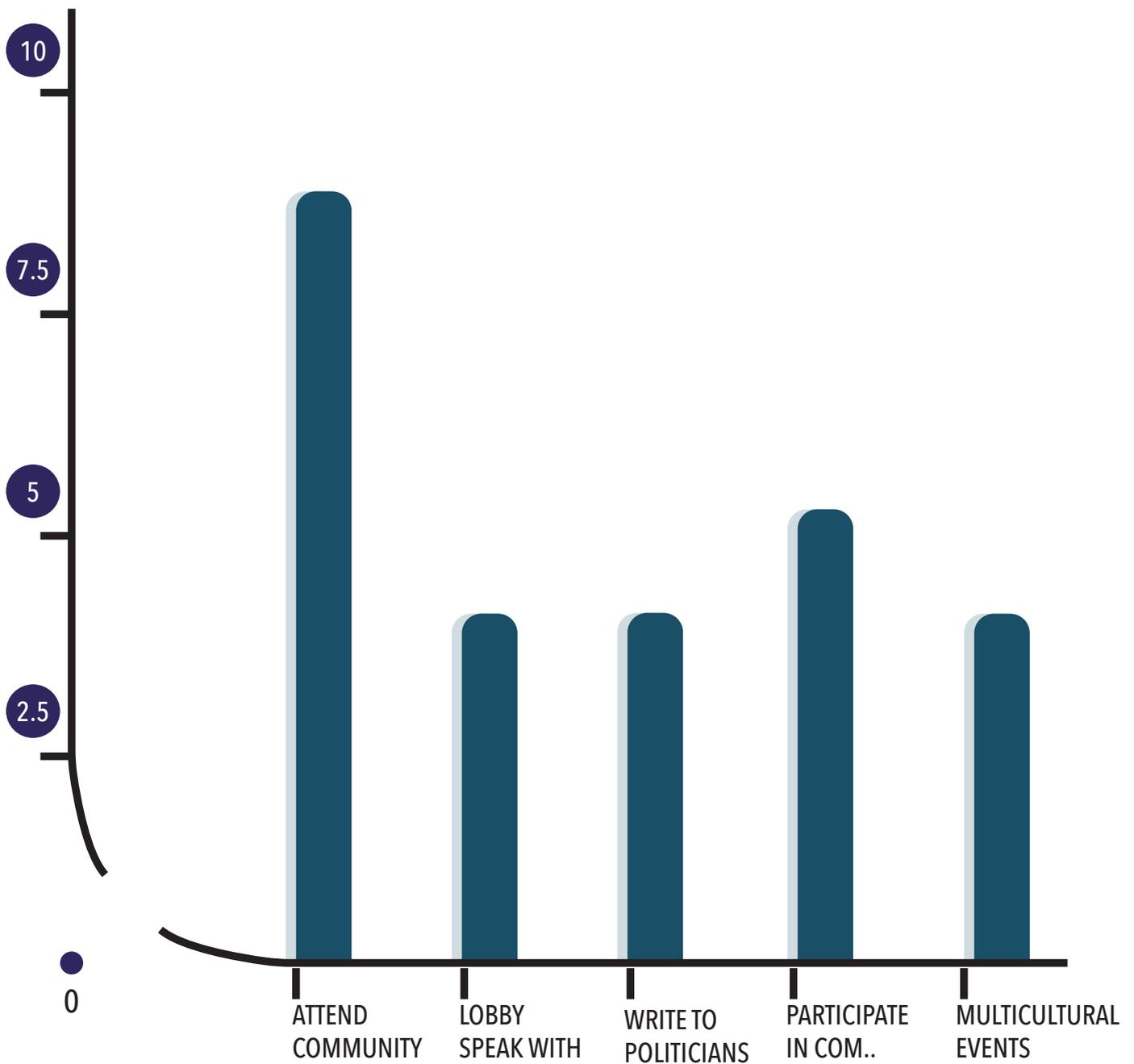
# WHAT WOULD HELP TO MAKE YOU FEEL SAFER IN YOUR COMMUNITY?

The following recommendations were made by young people in relation to community safety throughout the consultation process;

- A COMMUNITY FREE FROM VIOLENCE
- HAVING MORE PEOPLE TO TALK TO
- PEOPLE BEING CIVILISED
- BETTER SECURITY
- GREATER POLICE PRESENCE AND ACTION
- BETTER SCHOOL AND EDUCATION STRUCTURES
- MAINSTREAM MEDIA REPRESENTING THE TRUTH



# WHAT DO YOUNG PEOPLE WANT TO DO TO IMPROVE COMMUNITY SAFETY.





## ADAPTING OUR APPROACH

When considering our approach in working with young people it is important to reflect and consider a number of factors. Young people are often searching for identity and purpose whilst being faced by the overwhelming changes to their bodies, minds and lives. Youth is defined in Australia as being between the ages of 12-24 years of age. For a relatively small window of time in a person's life, the amount of changes and experiences that are endured during this period are enough to make us thankful we somehow made it through.

Young people are considered to be vulnerable due to their age, their need for care, protection and support. However what often isn't considered when working with young people is their vulnerability to being a victim or perpetrator of crime, and the idea that young people can be misguided and influenced by varying groups, institutions and movements within the community. We may also overlook the level of risk for young people in our communities in being influenced by radical groups inclusive of; gangs, religious and cultural groups, and political movements and injustices.

Furthermore, when looking at ways of addressing these issues many workers are fumbled by the complexity and lack of resources regarding appropriate intervention to respond and support young people engaged or at risk of engaging in such groups. Please refer to the points below to assist in strengthening and adapting your approach to be more informed and inclusive in your work with young people.

- UNDERSTANDING WHAT IS IMPORTANT TO YOUNG PEOPLE.
- ENGAGING YOUNG PEOPLE ON THEIR TERMS AND ON THEIR LEVEL 'BEING WITH' NOT 'WITHOUT'.
- CHALLENGING/ REJECTING STEREOTYPES AND RACIAL TENSION.
- HONOURING THAT YOUNG PEOPLE ARE EXPERTS OF THEIR OWN LIVES.
- CHALLENGING PERSONAL AND PROFESSIONAL PRIVILEGE IN WORKING WITH MARGINALISED AND SOCIALLY OPPRESSED GROUPS IN SOCIETY.
- ISOLATING AND SEPARATING THE PROBLEM FROM THE PERSON.
- UNDERSTANDING PATTERNS OF RISK, AND THE SIGNS OF RADICALISATION.
- INCLUSIVENESS AND ACCEPTANCE OF DIFFERING VALUES, BELIEFS AND IDEAS.
- ENCOURAGING PARTICIPATION THROUGH THE USE OF CREATIVE AND INNOVATIVE STRATEGIES AND RESOURCES.



## HELPFUL RESOURCES/LINKS

FOR MORE INFORMATION AND RESOURCES ON RADICALISATION AND TERRORISM PLEASE VISIT THE PAGES AND LINKS LISTED BELOW;

- **Living Safe Together** In partnership with communities, the Australian Government is working to address factors that make people vulnerable to extremist influences—including recruitment by terrorists—noting there is not just one path to violent extremism. Extremists often exploit social and economic conditions, and individual vulnerabilities to recruit and motivate others. Living Safe Together are currently working towards developing strategies to address all areas of concern relating to terrorism.

[www.livingsafetogether.gov.au](http://www.livingsafetogether.gov.au)

- **Abdullah - X** is an online channel challenging politically, religiously and/or ideologically motives. Abdullah-X's mission is "to safeguard the lives of young people from harm and those who seek to harm them".  
<http://www.abdullahx.com/>

- **Against violent extremism (AVE)** is an organisation focused on challenging all forms of violent extremism. AVE uses technology to connect, exchange, disseminate and influence all forms of violent extremism (from far right and far left to AQ-linked and inspired and gangs). It leverages the lessons, experiences and networks of individuals who have dealt first-hand with extremism. Through the website and YouTube channel, members can stay in touch, share ideas, collaborate, find investment and partners, and project their messages to wider audiences.  
<http://www.againstviolentextremism.org>

- **Australian Government's Countering violent extremism unit** is a team dedicated to countering violent extremism and ideologies.

*Contact: [livingsafetogether@ag.gov.au](mailto:livingsafetogether@ag.gov.au)*

- **Exit White Power** is an Australian formed group tackling online resource page that We're a group of Australians who believe in the concept of "free speech" and all it entails.

However we also recognise that free speech has restrictions, for example that it's unlawful to do an act reasonably likely to offend, insult, humiliate or intimidate another person or group if the act is done because of the race, colour or national or ethnic origin of the person or group.

<http://exitwhitepower.com/contact/>

- **SAVE ( Sisters Against Violent Extremism )** is the world's first female counter-terrorism platform. Headquartered at the Women without Borders offices in Vienna, Austria, the SAVE initiative brings together a broad spectrum of women determined to create a united front against violent extremism. SAVE provides women with the tools for critical debate to challenge extremist thinking and to develop alternative strategies for combating the growth of global terrorism.  
<http://www.women-without-borders.org>



## CONCLUSION

“Keeping children safe from harm requires a vigilant and informed community that is confident in making judgements and is assertive in taking actions. It is essential that all practitioners working with children and young people are able to understand the role each plays in protecting children” (Pike, Morand & Neville, 2010).

Children and Young people in our communities are; valuable, talented, inspiring and resilient. Their ability to overcome challenges and barriers in their lives at a tender age suggests this. It is everyone’s responsibility to support, encourage and build our young people’s capacity to ensure they get the best opportunity for a healthy and prosperous start to life.

In considering the role in which this resource plays in assisting the work of organisations across the sector, it is the hope that it sparks conversation. Conversations about Advocacy and Feedback through empowered organisations, Conversations about policy to ensure best practises models and guidelines are enforced in Child protection, Conversations about collaboration across professions inclusive of Police, Government, Community Services, Health and the community, Conversations that address the underlying issues and no longer simply scratch the surface. But more than just conversations, it is about action. Actions that are led by the voice of our communities, Actions that address structural, cultural, societal and individual oppression, Actions that see organisations collaborating to support the needs of the community, and Actions that result in true outcomes for a more sustainable future.

Drawing back to the purpose of this project which was ‘to implement best practice models and service delivery plans to engage and support young people at risk of radicalisation and violent extremism’.

This aim has expanded and grown significantly, an issue that once was viewed in isolation has been magnified.

The drivers and causes of this worldly issue have been identified, the strategies have been developed and it is now the responsibility of all professions with a duty of care to the community to ensure that steps are implemented in order to minimise further risk and/or prevent initial incidents of risk from occurring.

# APPENDIX GUIDE

## APPENDIX I

### REPORT CONSULTATION METHODS

1.1 COMMUNITY CONSULTATION PAPER

1.2 SERVICE PROVIDER CONSULTATION PAPER

1.3 YOUTH CONSULTATION PAPER

## APPENDIX II

### RISK ASSESSMENT TOOLS

2.1 CHILD PROTECTION MANDATORY  
REPORTING GUIDE 2.2

## APPENDIX III

### SERVICE FUNDING STREAMS & STRUCTURES

4.1 EIPP STRUCTURE

4.2 COMMUNITY BUILDERS STRUCTURES



# APPENDIX 1 CONSULTATION METHODS

This report will analyse the data collected across four consultation platforms; Consultation Method One (Service provider/ Academic Consultation paper)

**PURPOSE:** This consultation paper was developed to analyse and review community workers and academics views and understanding of youth radicalisation.

The consultation paper has a particular focus on the needs of professionals to efficiently engage, respond and address areas of concern relating to 'at risk' young people.

THE KEY AREAS OF CONSULTATION INCLUDE;

- DEFINING RADICALISATION/ TERRORISM
- SERVICE'S CONCERNS REGARDING TERRORISM
- SECTOR RESOURCEFULNESS
- RACIAL/RELIGIOUS TENSION
- CHARACTERISTIC ANALYSIS OF CLIENTELE
- CLIENT/ YOUNG PERSON'S NEED

## CONSULTATION METHOD TWO (YOUTH ONLINE SURVEY CONSULTATION)

**PURPOSE:** This consultation method aims to collect, review and analyse the needs of young people in the Blacktown LGA in relation to community and individual safety. The paper focuses on young people's understanding of terrorism, their susceptibility/vulnerability to become radicalised and their vision for a safer community where young people are actively engaged and valued members of society.

THE KEY AREAS OF CONSULTATION INCLUDE;

- INDIVIDUAL AND COMMUNITY SAFETY
- YOUTH PARTICIPATION AND ACTION
- CHARACTERISTIC ANALYSIS
- INDIVIDUAL AND COMMUNITY NEEDS/CONCERNS
- ENGAGEMENT METHODOLOGY
- ACTIVATING YOUNG PEOPLE'S VOICES
- YOUNG PERSON'S UNDERSTANDING AND VIEWS ON WAR & TERRORISM



### **CONSULTATION METHOD THREE (YOUTH FACE TO FACE CONSULTATION)**

**PURPOSE:** Consultation Three is a face to face consultation facilitated by the BRIDGES lead project worker in partnership with local high schools, service providers, interagency networks and youth programs. This consultation aims to discuss with young people, their ideas and concerns around community and individual safety with a particular focus on radical ideas, terrorism and war.

THE KEY AREAS OF CONSULTATION INCLUDE;

- YOUTH PARTICIPATION AND ACTION
- INDIVIDUAL AND COMMUNITY NEEDS/CONCERNS
- ACTIVATING YOUNG PEOPLE'S VOICES
- YOUNG PERSON'S UNDERSTANDING AND VIEWS ON COMMUNITY SAFETY, WAR AND TERRORISM.
- ENGAGEMENT METHODOLOGY

### **CONSULTATION METHOD FOUR (COMMUNITY MEMBER ONLINE SURVEY)**

**PURPOSE:** Consultation four is an online survey which aims to collect, review and analyse the needs of Community members of the Blacktown LGA and broader Western Sydney Region in relation to community and individual safety.

The paper focuses on community members understanding of terrorism, their susceptibility/vulnerability to become radicalised and their vision for a safer community where each of its members are actively engaged and valued members of society.

THE KEY AREAS OF CONSULTATION INCLUDE;

- INDIVIDUAL AND COMMUNITY SAFETY
- COMMUNITY PARTICIPATION AND ACTION
- CHARACTERISTIC ANALYSIS
- INDIVIDUAL AND COMMUNITY NEEDS/CONCERNS
- ENGAGEMENT METHODOLOGY
- ACTIVATING COMMUNITY VOICES
- COMMUNITIES UNDERSTANDING AND VIEWS ON WAR & TERRORISM



## APPENDIX II:

### Assessment Decision Making Tools - Child Protection - Mandatory Reporting Guide

Making a report How to report risk of significant harm In an emergency, where there are urgent concerns for the child's health or life, it is important to contact the police, using the emergency line '000'. In other circumstances, all mandatory reporters will report matters to the Child Protection Helpline where they believe a child is at risk of significant harm.

They can: call 13 3627 fax 9633 7666 using the designated fax form in accordance with agency policy eReport (where available)

Before making a report, mandatory reporters should consult the Mandatory Reporter Guide to assess whether a child or young person is at risk of significant harm.

The Mandatory Reporter Guide will also be available to anyone concerned about a child or young person and who wants help with determining.

If a report to the Child Protection Helpline is necessary.

All mandatory reporters should also seek direction from their agency procedures on making a child protection report

Mandatory reporters employed in government agencies that have a Child Wellbeing Unit can call that unit for help when they are in doubt about whether a case meets the new threshold of risk of significant harm

The general public will continue to make reports to the Child Protection Helpline by calling 132 111.

## REPORTS TO THE CHILD PROTECTION HELPLINE MUST BE MADE BY PHONE WHERE:

The child is at high or imminent risk of significant harm due to:

- Serious physical injury to a child or young person requiring medical attention.
- Serious neglect to a child or young person of an immediate nature.
- Domestic violence involving serious injury and/or use of a weapon.
- Sexual harm involving serious current concerns .
- A high risk prenatal report where the birth is imminent.
- Immediate safety issues.
- Death of a sibling in circumstances which are reviewable by the NSW Ombudsman  
(See [www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au) for further information)  
the report concerns:

Child Wellbeing & Child Protection – NSW Interagency Guidelines 7

- A GROUP OF CHILDREN / YOUNG PEOPLE OTHER THAN A SIBLING GROUP OR A CHILD OR YOUNG PERSON WHO RESIDES OUTSIDE OF NSW
- AN ALLEGED PERSON CAUSING HARM WHO HAS ACCESS TO THE CHILD AND THERE IS CONCERN THAT THE CHILD MAY EXPERIENCE HARM IN THE FORESEEABLE FUTURE
- COMPLEX INFORMATION WHICH IS MORE EASILY COMMUNICATED VERBALLY THAN IN WRITING.
- THE REPORTER IS UNSURE HOW TO INTERPRET THE MANDATORY REPORTER GUIDE OUTCOME AND NEEDS TO DISCUSS THIS WITH A HELPLINE CASEWORKER. REPORTERS WITH A CHILD WELLBEING UNIT WILL DISCUSS SUCH AN OUTCOME WITH THE CHILD WELLBEING UNIT.



## MENTAL HEALTH RISK ASSESSMENT

Mental health assessments can only be conducted by Psychologists, psychiatrists, and Mental health professionals. However in our work with the community we may be in situations with clients which require an immediate response. In such situations the following steps may be useful in assisting your practise.

## ASSESSING SUPPORT FOR CLIENTS AT RISK

When dealing with a suicidal client, it is important to complete a risk assessment to determine the level of suicidal intent, plans and availability of means. There are no definite criteria to help a clinician choose between inpatient and outpatient care of a suicidal patient, however a patient with a plan, access to lethal means and a timeframe is considered to be at high risk and hospitalisation should be considered.

Many tools used by health professionals to assess suicide risk rely heavily upon verbal information from patients, despite the majority of interpersonal communication being of a non verbal nature. To facilitate a more thorough risk assessment, both verbal and non verbal cues must be assessed. Some examples of non verbal cues may include:

- DOWNCAST EYES
- LESS ATTENTION TO APPEARANCE
- PSYCHOMOTOR RETARDATION OF SPEECH OR MOVEMENT

VERBAL CUES MAY INCLUDE COMMENTS LIKE;

- "EVERYONE WOULD BE BETTER OFF WITHOUT ME."
- "I DON'T THINK I CAN TAKE THIS MUCH LONGER."



## ASKING SOME PROBING QUESTIONS MAY HELP YOU BEGIN ASSESSING THE RISK OF SUICIDE.

SOME EXAMPLES;

- "OTHER PEOPLE WITH SIMILAR PROBLEMS SOMETIMES LOSE HOPE. HAVE YOU?"
- "WITH THIS MUCH STRESS, HAVE YOU THOUGHT ABOUT HURTING YOURSELF?"
- "HAVE YOU EVER THOUGHT ABOUT KILLING YOURSELF?"

Once the assessment is complete and you have sufficient input from the client on what they think will be helpful to them, you can then determine the next steps in helping the client.

## SOME REFLECTIVE QUESTIONS TO CONSIDER FOR NEXT STEPS:

- WHAT CAN I DO TO INCREASE THIS PERSON'S SAFETY?
- DOES THIS PATIENT NEED TO BE HOSPITALISED?
- WHO ELSE DOES THIS PERSON SEE AS BEING HELPFUL AND TRUSTWORTHY?
- WHO ELSE CAN I INVOLVE IN THE 'HELPING' TEAM FOR THIS PERSON?
- FOR OCCASIONS WHERE I AM UNAVAILABLE, WHAT SUPPORT IS AVAILABLE?
- WHAT DOES THIS PERSON THINK WILL BE HELPFUL FOR THEM?

## SERVICES AVAILABLE FOR REFERRALS FOR SUICIDAL CLIENTS IN AN EMERGENCY

If you believe your patient is in immediate danger, here are some options available:

- CALL 000 AND REQUEST AN AMBULANCE. STAY ON THE LINE AND BE READY TO ANSWER THE OPERATOR'S QUESTIONS
- ATTEND THE LOCAL HOSPITAL'S EMERGENCY DEPARTMENT
- CALL YOUR LOCAL PUBLIC EMERGENCY MENTAL HEALTH SERVICE (SEE OUR LIST OF SERVICES BY AREA HERE)

Each of these emergency services teams are specially trained to support people in crisis, including people feeling suicidal, and will be able to keep your patient safe.

## POLICE WELFARE CHECKS

If you are in contact with a client who is not physically with you, but you are concerned for their immediate safety, you can contact the police and report your concern for your client. A police welfare check occurs when a report is made about an individual who is in some sort of peril. The welfare check involves police officers going to the person's residence to determine the safety of the individual.



## **INDIVIDUALS REQUIRING URGENT ASSESSMENT OR TREATMENT CATT - CRISIS ASSESSMENT AND TREATMENT TEAM**

The CAT Team provides 24 hour, seven days a week urgent assessment and short-term treatment services for people experiencing a serious mental health crisis and for whom there are safety concerns. CATT provides crisis contact for GPs, mental health professionals and other community services.

Often they will come out to you and many are contactable 24 hours a day by telephone. They can arrange assessment and professional counselling with a psychiatrist, psychologist, social worker or mental health trained nurse. The CATT service also provides treatment and support for people whose acute mental illness can be managed in the community as an alternative to hospitalisation.

## **PSYCHIATRIC TRIAGE**

Psychiatric triage provides phone consultation, advice, assessment and referral for people experiencing mental health issues. The service is also provided to health professionals and carers who are concerned for somebody with mental health issues.

The service is staffed by a team of experienced senior mental health clinicians who provide advice, consultation, assessment and referral.

## **INDIVIDUALS REQUIRING IMMEDIATE SUPPORT SUICIDELINE**

SuicideLine counsellors provide specialist telephone counselling and information to anyone affected by suicide. This service is for anyone thinking about suicide, carers of someone who is suicidal and those bereaved by suicide. Available 24 hours a day, seven days a week, you can provide this number to clients to ensure they can access professional counselling and support. Phone 1300 651 251.

## **HELP THEM TO HELP THEMSELVES**

Provide educational materials, self-help materials, and other resources, such as web sites, where patients can learn about how to help themselves. The SuicideLine website is a great place to start.

## **SUICIDE RISK: GENERAL CONSIDERATIONS FOR HEALTH PROFESSIONALS**

- Use clear definitions to identify, document and discuss suicidal behaviours.
- Understand personal beliefs, stigma and myths about suicide.
- Involve families and friends in the management of a suicidal client.
- Recognise that the relationship between clinician and client is an important factor in the management and treatment of suicidality.
- Advise clients that exceptions to confidentiality include circumstances where a client is judged to be at imminent risk of harm.



## PROFESSIONAL SELF-CARE

It is important when you are managing suicidal clients to take care of yourself to avoid burnout.

- OBTAIN PROFESSIONAL SUPERVISION
- DEBRIEF
- SEEK COLLEAGUE SUPPORT
- SELF-REFLECT

Suicideline provides support and debriefing to professionals dealing with clients who are at risk of suicide. Call us on 1300 651 251 - available 24/7. (Suicideline, 2016).

If the situation is an emergency please call Triple Zero '000'. For further mental health advice, you may contact the Mental Health Team at your local hospital;

### DISTRICT

#### Community Mental Health Teams

##### Locations:

Community Mental Health Teams are based at Parramatta, Merrylands, Auburn, Dundas, the Hills and Blacktown.

### CONTACT INFORMATION

Phone:  
1800 011 511 (Intake)

Locations: Auburn:  
Norval Street, Auburn NSW 2144

Blacktown:  
In the grounds of Blacktown Hospital  
Corner of Blacktown Road and Marcel Crescent, Blacktown.

Doonside:  
30 Birdwood Avenue, Doonside

Merrylands:  
14 Memorial Avenue, Merrylands

Mt Drutt:  
Cnr Buran and Kelly Close, Mount Drutt

Parramatta:  
Jeffrey House, 162 Marsden Street,  
Parramatta

The Hills:  
183-187 Excelsior Avenue, Castle Hill

### SERVICE DESCRIPTION

Child & Adolescent Mental Health Services (CAMHS) and (Specialist Mental Health Services for Older People) SMHSOP teams also work in the community.

CAMHS is available in the Headspace Centres in Parramatta and Mt Drutt. Headspace Centres help young people deal with mental health problems and to complete education, seek work and socialise appropriately.

SMHSOP is available based in Merrylands and Blacktown.

SMHSOP provides a range of acute and community based mental health services for people aged 65+ years, including community based and inpatient clinical services, rehabilitation and recovery services, and mental health promotion.

# APPENDIX III: FUNDING STREAMS & SERVICE STRUCTURES

## SERVICES FUNDED UNDER THE EARLY INTERVENTION & PLACEMENT PREVENTION PROGRAM (EIPP) INCLUDE;

### CHILD & FAMILY SUPPORT

Advice & Support: Advice, Case Management; Practical /Skill Development Groups, Counselling. Parenting Programs: Home visiting, Parenting Skills Groups ; Parent Support Groups

### YOUTH & FAMILY SUPPORT

Advice & Support: Advice, Case Management, Skill Focused Groups/Training for Youth, Counselling. Parenting Programs: Parenting Skills Groups ; Parent Support Groups

### INTENSIVE FAMILY SUPPORT

Advice & Support; Assessment & Case Planning; Practical support; Coordination of specialist assessments and referrals; Family Focused Casework; Home Visiting; Counselling; Skill Focus Groups; Parent Support Groups

### INTENSIVE FAMILY PRESERVATION

Advice & Support; Assessment & Case Planning; Practical support; Coordination of specialist assessments and referrals; Family Focused Casework; Home Visiting; Counselling; Skill Focus Groups; Parent Support Groups  
(Quinn, C, 2011)

## SERVICES FUNDED UNDER THE COMMUNITY BUILDERS PROGRAM THROUGH FACS INCLUDE;

### COMMUNITY HUBS

Are local centres that help improve the community's connectedness and capacity e.g. by providing information and referral on local services; access to the internet, access to skills training, and a place for local groups to meet.

### COMMUNITY SKILLS DEVELOPMENT PROJECTS

Work directly with community members to increase their ability to participate in their community e.g. through recruiting and training volunteers; providing training in mentoring and leadership and by providing training in how to establish and run community organisations.

### COMMUNITY CAPACITY BUILDING PROJECTS

Help build community strength by building links between community members with a focus on including disadvantaged groups e.g. by holding social or cultural events or by setting up a community network around a shared issue.

### COMMUNITY SECTOR DEVELOPMENT PROJECTS

Build the capacity of service providers to work together on issues affecting their communities through the provision of professional learning, mentoring and network development skills.

(Department of Family and Community Services, 2016).

# REFERENCES

<https://aifs.gov.au/cfca/publications/risk-and-protective-factors-child-abuse-and-neglect>

[http://forumfyi.org/files/FINALYouth\\_Engagement\\_8.15pdf.pdf](http://forumfyi.org/files/FINALYouth_Engagement_8.15pdf.pdf) <http://www.bysa.org.au/who-we-are/vision-and-mission/>

[http://www.communityservices.act.gov.au/\\_\\_data/assets/pdf\\_file/0020/201935/Keeping\\_Children\\_Young\\_People\\_Safe\\_Nov2013\\_DesignerVersion.pdf](http://www.communityservices.act.gov.au/__data/assets/pdf_file/0020/201935/Keeping_Children_Young_People_Safe_Nov2013_DesignerVersion.pdf)

<http://www.education.vic.gov.au/documents/school/principals/spag/safety/protectionofchildren.pdf>

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