



SCRIPTS AND HINTS

STARTING

- *In my role, I have what's called a 'Duty Of Care' – that means that an important part of my job involves looking out for each young person's health and wellbeing*
- *I'm required to maintain confidentiality – that is, I can't repeat what we discuss to others – unless you provide your permission. There are some exceptions to this though. If I think that you are in danger of being harmed by yourself or someone else, then by law I have to tell somebody who can help you.*
- *I'm a bit worried about you at the moment*
- *I've noticed you seem to be preoccupied lately*
- *I've noticed... (offer a few specific but non-accusatory observations about their behavior to illustrate why you are concerned)*
- *How have things been for you lately?*

HELPFUL HINTS

- Be respectful, approach gently and listen to what the young person says
- Allow time for the young person to discuss other concerns that are not about food, weight or exercise

RESPONDING

- *It's really great that you're able to talk about this*
- *It's not always easy to talk to someone when you're feeling like this – so well done*
- *It sounds like you are having a really tough time at the moment – am I on the right track?*
- *You can be open and honest here*
- *You have said you don't want help, I am still a bit worried so I am going to... (check in again, talk to someone else)*

HELPFUL HINTS

- Remember that young people often keep eating difficulties to themselves and may be reluctant to talk
- Accept what the young person says. If they say they don't want help at this stage, acknowledge their hesitation and gently try to understand why they are reluctant to ask for or accept help: don't force them to talk

FINISHING

- *Are there other people who know about this? What about your parents or friends? Do you have a family GP you trust?*
- *It sounds like you are pretty upset right now: it might be a good idea to get some help*
- *What would you like to happen next?*
- *We have a range of supports available here for you at school, and we can help you to find some support from people outside the school (you can suggest some informal or formal supports available – for example, emailing teachers to tell them that you are going through a tough time and could they be understanding with assignments and other deadlines)*
- *As a teacher/nurse, I don't have the experience or expertise to be able to help you address some of these concerns. I can certainly listen, but in terms of helping you, I'd like to ask for additional help about what we should do next. Does that sound okay to you? I'd like to give your parents a call and talk to them about the possibility of them taking you to a GP for a check-up*
- *Would you like to talk to your parents/ carer about this before I give them a call?*
- *There are a range of other people in the school who might be able to provide us with some advice and support. I could talk with the Student Wellbeing Coordinator, School Nurse, Year Level Coordinator. Who would you like to know about this at this stage? What would you like me to say to them?*
- *Thank you for speaking with me today*

HELPFUL HINTS

- Maintain confidentiality, unless a duty of care precludes this. Where this is not possible, let the young person know what you are going to do and the reasons why. Refer back to your initial conversation about duty of care
- Thank them for speaking with you, regardless of the outcome



If a young person responds with anger, denial or dismissiveness, remember to practise self-care after a difficult conversation.