



Self-Harm Policy

Committee with oversight for this policy – Behaviour and Safety	
Policy to be approved by the Headteacher	
Policy last reviewed by the Committee	N/A
Policy last ratified by the Headteacher	3 November 2015
Policy / Document due for review	November 2018

Ravenor Primary School

Self-Harm Policy

Aims/Purpose of the policy:

The aim of this policy is to increase understanding and awareness of self-harm; it will also help alert staff to warning signs or risk factors of self-harm. It will provide staff with a clear definition as to what constitutes self-harm. It will provide guidance for staff dealing with students who self-harm as well as helping senior leaders consider how to support staff who deal with pupils who self-harm, ensuring they too can deal with the feeling this evokes. It will provide staff with clear guidance as to the steps to follow should they suspect, be informed of or witness self-harm.

What is self-harm?

Self-harming is when someone chooses to inflict pain on themselves in some way. It included but is not limited to; cutting, overdosing (self-poisoning) hitting, punching, burning or scalding, pulling hair, picking or scratching skin, self-asphyxiation, ingesting toxic substances or fracturing bones. Some young people harm themselves in less obvious, but still serious ways such as taking drugs or binge drinking (see separate policy) Self-harm is usually done in a high state of emotion, distress or unbearable inner turmoil. Some plan self-harm in advance, for others it is a spur of the moment action. Some people self-harm only once or twice, others self-harm regularly – it can be hard to stop. Self-harm is **not** attention seeking or to be considered a cultural norm.

Risk factors associated with self-harm.

There are many factors that contribute to the risk of self-harm. Some of the issues most commonly identified include; attempted suicide or self-harm by a family member, low self-esteem, mental health problems such as depression, family conflict (periods in Local Authority care or parental separation), on-going family relationship problems,. Family circumstances (parental criminality, poverty, step children, single parents) past or present physical abuse, family models of self-harm and bullying including cyber bullying and homophobic bullying. It is important to remember that none of these risk factors may appear to be present. Sometimes it is the outwardly happy, high achieving person with a seemingly stable background who is suffering internally and hurting themselves in order to cope.

Who/what was consulted?

The head teacher and PSHE co-ordinator were consulted when developing this policy along with members of the senior leadership team. The Local Health Authority was also consulted, through a training session, for guidance in developing this policy.

Relationship to other policies.

This policy links to the Alcohol and Drug abuse policy, the E-Safety policy, child protection policy and safeguarding policy.

Roles and Responsibilities.

Head teacher:

- Ensure staff, parents and pupils are aware of their roles and responsibilities when implementing this policy across the school.
- Ensure all staff (including site staff and support staff) are made aware of this policy.
- Provide practical and emotional support to staff dealing with self-harm.
- Appoint key staff to be responsible for all incidents relating to self-harm.

Governing body:

- Create a procedural policy in case self-harm incidents occurring in school.

Designated key member of staff (Senior Leadership Team)

- Ensure implementation of the standard policy.
- Maintain up-to-date records of pupils experiencing self-harm, incidents of self-harm and all other concerns surrounding this area.
- Communicate with the Head Teacher on a regular basis and keep them informed of all incidents and developments.
- Monitor the help, support and progress of the children in their care and maintain communication with them.

All staff:

- Make it known to pupils you are there to listen.
- Remain calm and non-judgemental at all times.
- Avoid dismissing pupils' reasons for distress at all times.
- Do not make promises you cannot keep regarding safe guarding.
- Discuss and promote healthy coping mechanisms and suggest ways in which pupils can be empowered to make positive changes in their lives.
- Avoid asking pupils to show you their scars or describe self-harm.
- Report the matter to a designated key member of staff (member of senior leadership team) as soon as you become aware of the problem.

Implementation methods.

All members of staff to be provided with a copy of the policy and to be made aware of the key members of staff (senior leadership team.) Staff to be reminded that if they suspect, are informed of or witness self-harm they need to inform a key member of staff immediately. Key members of staff (S.L.T.) to be provided with immediate intervention flow chart, managing self-harm flow chart and multi-agency referral forms (all attached).

Immediate intervention flow chart

To be used immediately by S.L.T when an incident of self-harm is discovered or disclosed.

Managing self-harm flow chart

To be used as a follow up ongoing care form to provide links between parents, G.P and school to ensure the child who self-harmed is getting the support and help they need.

Multi-agency referral forms

To be used to gain consent and to share information between school, parents and G.P.

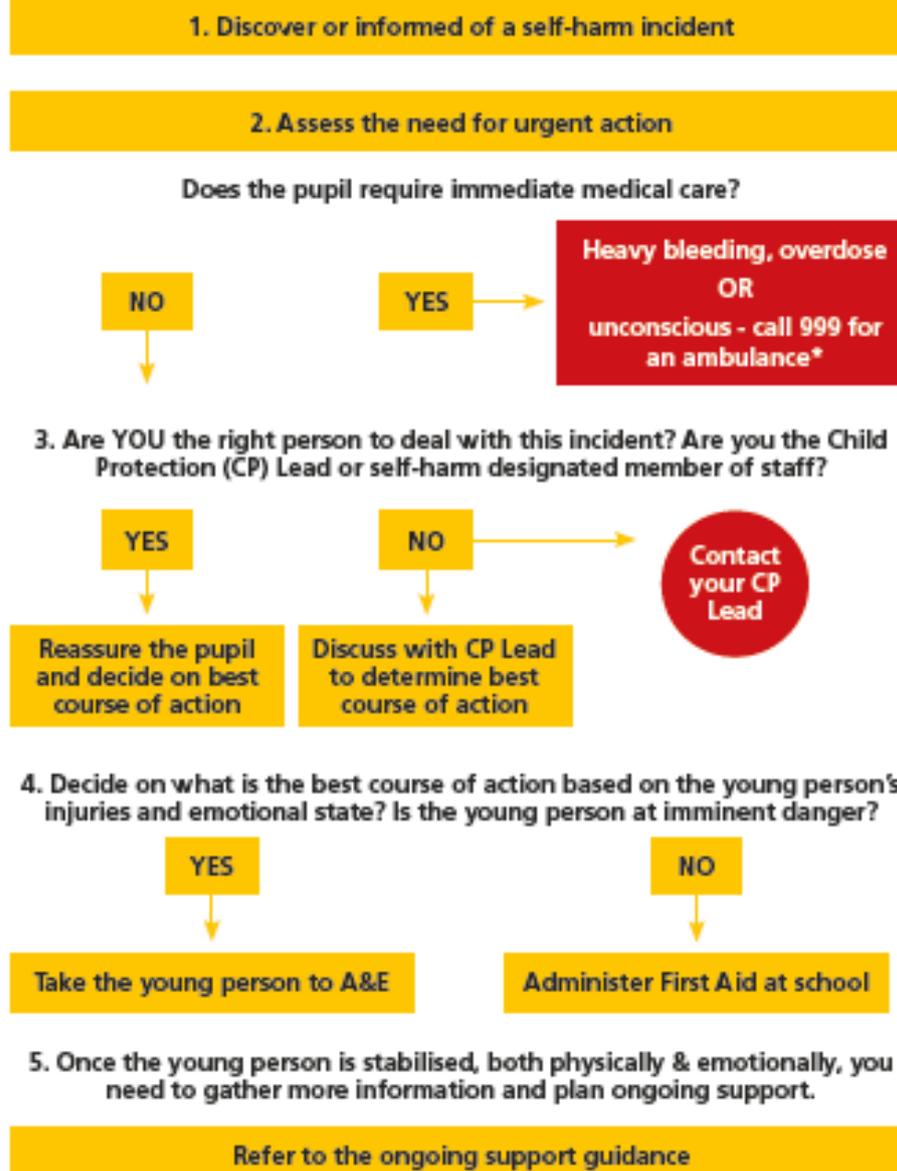
Arrangements for monitoring and evaluation:

Designated members of staff will regularly review the procedure policy ensuring that it is effective and informative they will then communicate their findings to the Head Teacher. This will be done through discussion at S.L.T meetings.

Appendix 2

Immediate Intervention Flow Chart for _____ School

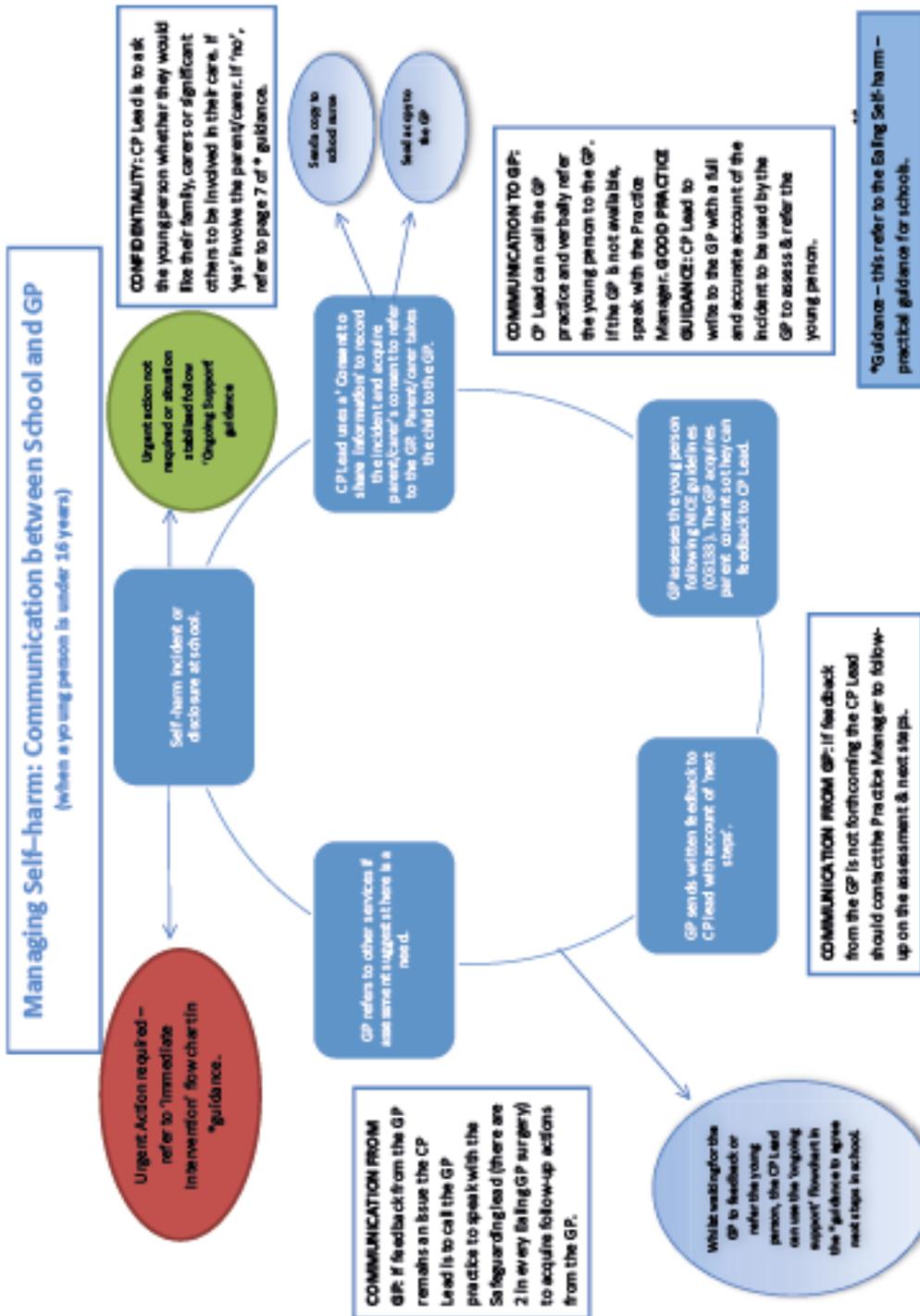
Listen, talk to and include the young person throughout the process



*NICE guidance suggests all cases of children or young people under the age of 16 that attend A&E after harming themselves should be admitted to a paediatric ward for assessment (WLMHT & Ealing Children's Social Care 2013).

10 Managing self-harm – practical guidance for schools

Appendix 4



12 Managing self-harm – practical guidance for schools

Appendix 6

Multiagency Referral / Consent to Share Information

Please provide the following details

Date:

School:

Name of Child/Student:

Date of Birth:

Address:

Telephone Number:

Summary of self-harm concerns / input requested:

Please indicate consent for information sharing between professionals:

GP:

Name:

Practice:

Contact details:

School Nurse:

Name:

Contact details:

Other

Name:

Profession:

Contact details:

Name and signature of referrer:

Contact details:

CONSENT:

I consent to information sharing between the professionals named above:

Name:

Relationship to child:

Signature: