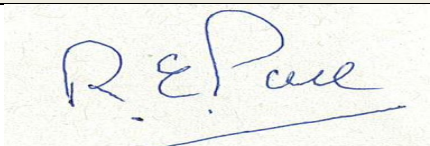
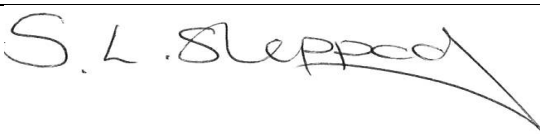


Aspire, Believe - Together Achieve

## Self-Harm Policy

Date	May 2021
Signed Chair of Governors	
Signed Head Teacher	

**Equality Impact Assessment (EIA) Part 1: EIA Screening**

<b>Policies, Procedures or Practices</b>	Self Harm Policy	<b>Date</b>	11.05.21
<b>EIA CARRIED OUT BY:</b>	S.Sheppard	<b>EIA APPROVED BY:</b>	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

## **St Barnabas Primary School**

### **SELF HARM POLICY**

St. Barnabas Primary school prides itself on its personalised service to the community. Through the staffing team's commitment and the caring culture of the school, alongside the effective processes, systems in place and knowledge of the young people who attend the

setting, the school is confident that they would recognise, support and investigate changes in behaviour in order to protect and provide help to our young people.

This document describes the school's approach to self-harm. This policy is intended as guidance for all staff including non-teaching staff and governors.

### **Aim**

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with young people who self-harm
- To provide support to young people who self-harm and their peers and parents/carers

### **Definition of Self-Harm**

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively
- Self-loathing – using degrading language and words to describe oneself.

In some cases, these behaviours can be described as a self-soothing behaviour in order to reduce anxiety.

### **Risk Factors**

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

#### **Individual Factors:**

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity

We consider our pupils identified with a SEN to be particularly vulnerable to self-harm.

#### **Family Factors:**

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse

- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family
- ACES (adverse childhood experiences)

#### **Social Factors:**

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

#### **Warning Signs**

School staff may become aware of warning signs that indicate a pupil is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children and record their concerns on the school's CPOMS.

#### **Possible warning signs include:**

- Changes in eating / sleeping habits (e.g. pupil may appear overly tired if not sleeping well).
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood e.g. more aggressive or introverted than usual.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.

#### **Staff Roles in working with young people who self-harm**

Young people may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. These disclosures will need to be recorded on the school's CPOMS. School staff may experience a range of feelings in response to self-harm. However, in order to offer the best possible help to young people it is important to try and maintain a supportive and open attitude – a pupil who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust. School staff are asked to employ their safeguarding strategies i.e TED to speak with children. Young people **must be made aware** that it **is not possible** for staff to offer complete confidentiality. **If you consider a pupil is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a pupil puts pressure on you to do so. Please read this policy in conjunction with our school's Safeguarding policy.

Any member of staff who is aware of a pupil engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for safeguarding children – Sarah Sheppard (Headteacher) Sally Cornelius (Deputy Headteacher), or the designated governor for safeguarding children – Jane Allinson (safeguarding Governor). Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services

- Arranging an appointment with a counsellor.
- Immediately removing the pupil from lessons if them remaining in class is likely to cause further distress to themselves or their peers.
- **In the case of an acutely distressed pupil, the immediate safety of the pupil is paramount and an adult should remain with the pupil at all times**
- **If a pupil has self-harmed in school a first aider should be called for immediate help.**

#### **Further Considerations**

Any meetings with a pupil, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised.
- Details of anyone else who has been informed.

This information should be stored in the pupil's confidential file.

All episodes of self-harm or suspected self-harm will be recorded on the school's CPOMS.

Staff at St.Barnabas believe behaviours are a form of communication.

Please read this policy in conjunction with our Safeguarding Policy.