

NEW PARK ACADEMY
FIRST CREATED: NOVEMBER 2014 – EDITION 1

EDITION NO.	REVIEW DATE:	FGB APPROVAL DATE:
2	MAY 2017	26/6/17
3	MAY 2018	28/6/18
4	MARCH 2019	27/6/19
5	MAY 2020	NO CHANGES
6	MAY 2021	NO CHANGES
7	JULY 2022	NO CHANGES
8	JULY 2023	NO CHANGES
9	OCTOBER 2024	NO CHANGES

Policy Agreed	27/6/19
To be reviewed	OCTOBER 2025
Owner	KAREN SEYMOUR
Signed	
Designation	POST 16s & COUNSELLOR

New Park Academy**Self-Injury/harm policy****Purpose:**

To deal with pupils who may self-harm or self-injure and to offer short-term and long-term support when appropriate, depending on the individual needs of the pupil.

To help pupils improve their self-esteem and emotional well being

To support staff members who come into contact with people who self-harm/self-injure

To prevent self-injury, if possible by intervention methods

To have clear guidelines for staff: who to inform, when to contact parents and carers and other agencies

To educate both pupils and staff about self-injury/self-harm and the consequences

What is self-injury/self-harm?

Self-injury/self-harm is deliberate behaviour that inflicts physical harm or injury on someone's own person and aimed at relieving emotional distress.

It can include cutting, scratching, burning, banging and bruising, overdosing (without suicidal intent) and deliberate bone-breaking/spraining, to name some.

Risk factors and behaviours associated with self-injury:

Mental health disorders including depression and eating disorders

Drug/alcohol misuse and other risk-taking behaviour

Recent trauma e.g. death of relative, parental divorce

Negative thought patterns, and low self-esteem

Bullying

Abuse – sexual, physical, emotional and neglect

Sudden changes in behaviour and academic performance

Suicide:

While self-injury/self-harm and suicide are separate, those who inflict such actions are usually in some emotional distress, and those who end their lives are also in emotional distress. It is vital that all emotional distress is taken seriously to minimise the chances of self-injury and suicide. All talk of suicide and warning signs must be taken extremely seriously.

Also refer to other policies: e.g. Safeguarding /Child Protection, Suicide Prevention Policy, Health and Safety, and Physical Intervention and Behaviour policies etc.

Roles and responsibilities of staff

The headteacher is the designated person ultimately responsible for all matters relating to self-injury/self-harm. The headteacher is also the designated child protection officer. Other key staff are:

KS2

Nicola Lawless: Resilience Intervention Officer

Nicola Webster: Assistant Head with responsibility for KS2 provision

KS3&4

Yahna Pemberton: Operational Manager for Attendance and Safeguarding

Laura Clegg: Deputy Safeguarding Officer

Karen Seymour: Counsellor

The Advisory Board

Ensure that the policy is revisited and reviewed and raises the question of how education of this matter should be addressed within the school, ensuring that education about self-injury/self-harm does not promote or stigmatise the situation. Look at provisions for young people who self-injure/self-harm, to reduce emotional stress amongst their peers and other stakeholders of the school.

All staff

Listen to pupils in a non-judgemental way.

Report/bring attention to any potential self-injury/self-harm to the designated staff member

Use the same protocol as defined in the safeguarding/child protection policies (i.e. assuring confidentiality, however, without any promises if you feel there are serious health and safety concerns).

Reassure pupils that they can be helped.

Reassure pupils that they will receive support and guidance

Provide accurate information about self-injury/self-harm

Widen their own knowledge about self-injury and mental health disorders

Be aware of health and safety

Be aware of the school's first-aiders and refer to them as appropriate for any response to injury or harm.

Be aware of their own limitations and responsibilities – when they can help, and when they need to inform others

The designated staff members

Keep records of self-injury/self-harm incidents

Liaise with local services about help available for people who self-injure/self-harm

Keep up-to-date with information about self-injury/self-harm

Contact necessary persons at appropriate times. (e.g. social workers, educational psychologists, NHS etc.)

Involve the pupil and inform the parent/carer about what help and support is available and devise a safety plan that may be shared with other professionals to keep the young person safe.

Monitor the further development of the pupil following an incident
Seek own help as appropriate

Pupils

Will not display open wounds/injuries.

Dress appropriately

Talk to the appropriate staff member

Speak to a responsible adult if they feel another pupil is at risk

Understand the need for other people's confidentiality as well as their own

Parents

Will accept the school's approach to education and work in partnership with the school

Evaluation and further monitoring

Follow up meeting with relevant persons

Progress of individual