

SELF INJURY POLICY

Author/Person Responsible	<i>Headteacher</i>
Date of Ratification	<i>Jan 2024</i>
Review Group	<i>HT</i>
Ratification Group	<i>FGB</i>
Review Frequency	<i>Every 3 years</i> <i>Subject to local education authority and/or national policy change</i>
Review Date	<i>Jan 2027</i>
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Related Policies	<i>PSHE Policy</i> <i>Child Protection Policy</i>
Chair of Committee Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Self-injury Policy	DATE:	Nov 2014
EIA CARRIED OUT BY:	S Botten	EIA APPROVED BY:	S Botten

Groups that may be affected:

Are there 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 a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum, and communication)		X
Gender reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial groups (consider language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment.

Self-Injury Policy

1. Purpose:

1.1 In keeping with the school's values, vision and aims, this policy aims to address the issue of self-injury:

- How to deal with pupils who self-injure and how to offer support in the short and long-term
- To provide support depending upon the individual needs of the pupil
- To help all pupils improve their self-esteem and emotional literacy.
- How to support staff members who encounter people who self-injure.
- How to prevent self-injury from spreading within the school
- To have clear guidelines for staff – who needs to be informed, when do parents and outside agencies need contacting?
- Education about self-injury for pupils and staff

2. What is self-injury?

2.1 Self-injury is any deliberate, non-suicidal behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. It can include cutting, scratching, burning, banging, and bruising, overdosing (without suicidal intent) and deliberate bone-breaking/spraining.

2.2 Risk factors associated with self-injury:

- Mental health disorders including depression and eating disorders.
- Drug/alcohol abuse, 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, and emotional
- Sudden changes in behaviour and academic performance
- Complex Special Educational Needs

2.3 Possible signs of self-injury:

- Visible injuries or frequent scratches/ cuts which are unexplained.
- Anxiety linked to complex SEN/D e.g., children on the Autistic Spectrum who are in an overly stimulated state may self-injure to gain a sense of control over their environment.
- Frequent requests for medical attention for unexplained injuries.

3. Roles and responsibilities of headteacher, other staff, and governors:

3.1 The head teacher will:

- Appoint a designated teacher to be responsible for self-injury matters and liaise with them. This will usually be the Designated Safeguarding Lead (DSL).
- Ensure that the Designated Safeguarding Lead (DSL) teacher receives appropriate training about self-injury.
- Ensure that self-injury policy is followed by all members of staff.

3.2 The governing body will:

- Decide how self-injury education should be addressed within the school curriculum.
- Ensure that education about self-injury neither promotes nor stigmatises.
- Ensure support plans are in place for children who self-injure.

3.3 All staff and teachers are expected to:

- Listen to pupils in emotional distress calmly and in a non-judgemental way.
- Report self-injury to the designated staff member(s) for self-injury. Be clear of the timescale in which this is expected.
- Not make promises (e.g., assuring confidentiality) which cannot be kept.
- Reassure pupils that in order to seek health and happiness people need to know about their problems so that they can help.
- Guide pupils towards seeking health and happiness.
- Promote problem-solving techniques and non-harmful ways to deal with emotional distress.
- Enable pupils to find places for help and support.
- Provide accurate information about self-injury.
- Engage with training about self-injury and mental health disorders.
- Be aware of health and safety issues such as first-aid and clearing up if a self-injury incident should take place at school.
- Be aware of their legal responsibilities – when they can help, and when they cannot.

3.4 The designated staff member(s) will:

- Keep records of self-injury incidents and concerns.
- Liaise with local services about help available for people who self-injure.
- Ensure that vulnerable children are known to staff and that a Safety/ First Point/CAMHS Referral/ EHCP is in place to support the child.
- Ensure that the SENCO and/ or School's Vulnerable Children Group regularly review any action plans.
- Keep up to date with information about self-injury.
- Liaise with head teacher.

- Contact parent(s)/carer(s) at the appropriate time(s). Involve the pupil in this process. Inform the parent(s)/carer(s) about appropriate help and support for their child which is available. Monitor the pupil's progress following an incident.
- Know when people other than parents (e.g., social workers, educational psychologists) need to be informed.
- Know when to seek help to deal with their own feelings and distress.

3.5 Pupils will be taught to:

- Talk to the appropriate staff member if they are in emotional distress.
- Understand how to keep themselves and others safe.

3.6 Parents will be encouraged to:

- Endorse the school's approach to self-injury education and pastoral care.
- Work with the school to improve outcomes for the child.