

Section 2: Example of a checklist for schools/other agencies for self-harm procedures & practices

Checklist for schools and other agencies: supporting the development of effective practice

Organisational ethos

- A culture that encourages young people to talk and adults to listen and believe.
- Utilises PHSE to help build resilience in its students / informal education activities for young people.
- It works closely with other agencies, the school nursing service, CAMHS and others to identify and respond to the needs of vulnerable students.
- Schools are adopting the Whole School Approach to mental health, which includes having a Mental Health Policy in place which links to the safeguarding policies.
- This guidance is to be adopted and embedded within the organisation to support young people who are self-harming or at risk of self-harming and their parents or carers.

Training – Liverpool CAMHS Partnership Training and LSCP Training

- All new members of staff receive an induction on safeguarding procedures and setting boundaries around confidentiality, including awareness of self-harm.
- All members of staff receive regular training on safeguarding procedures.
- Administrative and ancillary staff also receive awareness training commensurate with their roles and responsibilities.
- Staff members with pastoral roles (head of year, designated safeguarding lead, welfare officers) have access to additional training in identifying and supporting students who self-harm.
- Whole organisation approach to self-harm and managing disclosures to ensure young people have a choice of whom they would like to speak to.

Communication

The organisation has systems that ensure good communication about students requiring additional help and support both within the school and other agencies.

All members of staff know to whom they can go if they discover a young person who is self-harming.

Senior staff ensure that all members of staff are included in communications about vulnerable young people at a level appropriate with their roles and contact with students.

Time is made available to listen to and support the concerns of staff members on a regular basis.

Support for staff / young people in a school

- School members know the different agency members who support the school, specifically school counsellors, school nurses, education mental health teams.
- Staff members in schools know who their designated mental health lead is and the safeguarding leads, whom they can speak to if they are concerned about a young person who is self-harming.
- Staff members know how to access support for themselves and young people.
- Young people know to whom they can go for help.
- Schools are adopting the Whole School Approach to mental health, which includes having a Mental Health policy in place which links to the safeguarding policies.
- There are significant resources on the Liverpool CAMHS website for schools
www.liverpoolcamhs.com/schools/the-liverpool-whole-school-approach



If you self-harm to express pain and intense emotions, you could:

- Paint, draw or scribble on a big piece of paper with a red pen.
- Start a journal in which you express your feelings.
- Compose a poem or song to say what you feel.
- Write down any negative feelings and then rip the paper up.
- Listen to music that expresses what your feeling.

If you self-harm to calm and soothe yourself, you could:

- Tak a bath or a hot shower.
- Pet or cuddle with a dog or cat.
- Wrap yourself up in a warm blanket.
- Massage your neck, hands and feet.
- Listen to calming music.

If you self-harm to release tension or vent anger, you could:

- Exercise vigorously - run, dance, jump with a skipping rope.
- Punch a cushion or mattress or scream into your pillow.
- Squeeze a stress ball or squish Play-Doh or clay.
- Rip something up (sheets of paper, a magazine).
- Make some noise (play an instrument, bang on pots and pans).

If you self-harm because you feel disconnected or numb, you could:

- Call a friend (you don't have to talk about self-harm).
- Take a cold shower.
- Hold an ice cube in the crook of your arm or leg.
- Chew something with a very strong taste.
- Go online to a self-help website.

Video links:

www.youtube.com/watch?v=gTrqehlfzlw&t=6s -
A young person's journey

www.youtube.com/watch?v=b4cPCcJ6o88 -
A parent's journey

www.youtube.com/watch?v=uKGciUB8OSg -
Responding to self-harm

www.youtube.com/watch?v=kT5cr-HTTEQ -
Things can change

www.youtube.com/watch?v=8U8HyftKHIQ -
Russell brand

Helpful websites:

www.harmless.org.uk

www.mind.org.uk

www.selfinjurysupport.org.uk

www.elefriends.org.uk

www.helpguide.org/articles/anxiety/cutting-and-self-harm.htm

