



St Paul's Catholic Primary School

Self-Harm Policy

To be read in conjunction with KCSiE23 and the: Child Protection & Safeguarding Policy, Behaviour Policy, Anti Bullying Policy, Acceptable Use Policy and the Online Safety Policy

Mission: *Our pupils and all members of our school community encompass, celebrate and live our values by:*

Journeying together, The St Paul's Way.

Our Vision

An exceptional community where acceptance, compassion and diversity is valued. We will encourage inspire our children to serve God for the good of all, to excel in their learning and be resilient and caring. Our community will recognise, celebrate and protect God's gift of the world through the provision of a creative, relevant and ambitious curriculum which enables our children to be confident and prepared for modern life.

Our Values:

Respect, Friendship, Perseverance, Honesty, Caring, Thankfulness and Confidence which are rooted in the Gospels of Jesus Christ and we support and encourage those values which form our modern British Society – Democracy, Rule of Law, Individual liberty, mutual respect and tolerance (value) of those of different faiths and beliefs.

School Designated Safeguarding Lead	Maxine Sewell – Head Teacher
Deputy Safeguarding Leads	Claire Rogers (Deputy Head) Laura Holbrook (PHSE Lead)
Safeguarding Governor	Carol Lawler (Chair)
ART (Action and Response Team)	01454 866000 (Mon – Fri 9am – 5 pm)
Emergency Duty Team	01454 615165 (out of hours and weekends)

Signed (chair): <i>C Lawler.</i>	Name: Carol Lawler	Date: 25 th November 2025
Signed (Head):	Name: Maxine Sewell	Date: 25 th November 2025
Ratified by: Governing Body on: 25 th November 2025		Next Review: Annual Review Autumn 2026

Equality Impact Assessment (EIA)

Part 1: EIA Screening

Policies, Procedures or Practices		Date	November 2024
EIA CARRIED OUT BY:	Carol Lawler	EIA APPROVED BY:	Maxine Sewell

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)		YES
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		YES
Trans Gender		YES
Marriage and civil partnership		YES
Pregnancy and maternity		YES
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		YES
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		YES
Gender (male, female)		YES
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		YES

Any adverse impacts are explored in a Full Impact Assessment

Introduction

At St Paul's Catholic school we believe that each person is made in God's image and will always seek to support each pupil's development so that all children will have a positive self-image and sense of self-worth and see God's image in all they meet. Our pupils' wellbeing and welfare is at the heart of all our work and so we believe that all staff and all in the community have a responsibility to be mindful of issues relating to children's welfare and a duty to report and share any concerns they may have.

Research indicates that up to one in ten young persons in the U.K engage in self-harming behaviour and that this figure is higher among specific populations, including young people with Special Educational Needs. Therefore this policy describes St Paul's approach to self-harm and is intended as guidance for all staff, including non-teaching staff and Governors

Definition of Self-Harm

Self-harm is a term used when someone injures or harms themselves on purpose (also called self-injury or deliberate self-harm), rather than by accident. Common examples include deliberate hair removal, pinching, cutting, hitting, scratching, head banging, excessive scouring of scrubbing the body scalding or burning. Attempted suicide is the most serious form of self-harm.

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

Drug or alcohol abuse
Bereavement

Family Factors

Unreasonable expectations
Neglect, physical, sexual or emotional abuse
Poor parental relationships and arguments
Depressions, self-harm or suicide in the family

Social Factors

Difficulty in making relationships/loneliness

Other Factors

Radicalisation

Warning Signs

School staff may become aware of warning signs which indicate a child is experiencing difficulties that may lead to thoughts of self-harm or suicide. These signs must be taken seriously and any one observing any of the signs outlined below must immediately share their concerns with the Designated Safeguarding Lead.

Possible warning signs include:

- Changes in eating/sleeping habits (a child may appear overly tired if they are not sleeping well)
- Increased isolation from friends and/or family and becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement/progress
- Talking or joking about self-harm or suicide

- Unexplained and or an increase in visible cuts/bruises/scars
- Expressing feelings of failure, uselessness or loss of hope
- Lowering/ changes to child's perceived self esteem
- Abuse of drugs or alcohol or overeating/not eating
- Changes in choice of clothing – e.g. becoming a goth

Procedures for Staff

- A pupil may choose to confide in a member of staff if they are concerned about themselves or a peer. It is important that all staff maintain a supportive and open attitude.
- Staff must make it clear to pupils that their disclosure cannot be kept secret. Even if a child requests confidentiality it must be made clear that the member of staff has to keep the child safe and therefore has to share the information with the DSL.
- If a member of staff becomes aware that or concerned that a child may be self-harming or is at risk of self-harming they must share these concerns immediately with the DSL.
- The Designated Safeguarding Lead will log all concerns and ask the member of staff to log their concerns/disclosure on the school's recording system CPOM'S.

Procedures for Designated Safeguarding Lead

In the case of an acutely distressed child, their immediate safety and wellbeing is paramount and a member of staff should remain with the child at all times. If a child has self-harmed in school a first aider must be called for immediate help

The Designated Safeguarding Lead will decide on the appropriate course of action. This may include:

- Contacting Parents/Carers
- Arranging for professional assistance – doctor/nurse/social services
- Arranging counselling
- Removing the child from lessons if it is thought that remaining in class will cause further distress to themselves or their peers
- Programmes of support to build confidence/self esteem
- Ongoing monitoring

Confidentiality

St Paul's policy will be to inform parents if it is assessed that the child is at risk to themselves or others. (However, if the self-harm disclosure includes any disclosure of abuse by the parent/others then the DSL will follow our child protection procedures).

The DSL may also pass on the information to some school staff to ensure the safety and wellbeing of the child. If this is so then the child and their parents/carers will be informed and the reasons explained.

If concerns have been raised by a peer/friend then it will be decided in consultation with the child and their family what feedback will be given to the child who raised the concern. Information sharing will follow the schools confidentiality policy and will always be assessed on a need to know basis.

Management of Relevant Circumstances

The school will seek to work with the pupil and support them and where necessary manage the pupil's return to school if there has been a period of absence.

It is also important to reassure and support other friends/peers/classmates of the self-harming child within the boundaries of respecting and maintaining the pupil's right to confidentiality.

Documentation

- A record will be made in CPOMS (Child Protection Online Management System) of all disclosures, concerns, meetings, discussions, dates and course of action.

Staff Support

Staff who have been involved with the pupil who has self-harmed may need support themselves and will be offered this support by the school. This support may include independent supervision, mentoring by an experienced member of staff and/or counselling.

Training

The DSL has a duty to keep up to date with information regarding self-harm and the support available. The governors will ensure awareness training regarding self-harm is made available to all staff.

Implementing and Reviewing the Policy

All staff, governors and parents will be made aware of this policy through appropriate meetings and the posting of the policy on the school website. The school will always work on building children's self-esteem and resilience through the PHSE programme, our Catholic Social Teaching programme, the ethos and values of the school based on "St Paul's Way" and by living out the Gospel values. The school will always work with parents and carers to support pupils and always make the school a safe place so that children feel able to disclose any worries or concerns at any time.

This policy should be read in conjunction with the following policies:

Child Protection & Safeguarding, Confidentiality, Health and Safety, SEND.

Review Cycle

This policy will be reviewed annually by the Full Governing Body.

Approved by

Date: 25th November 2025

Signed:

Head Teacher

Chair of FGB

(DSL)

Review Date: November 2026