



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Self-Harm Policy

Responsible Board/Committee	Academy Trust and Foundation Board
Policy Type	Hybrid Policy
Policy Owner	Safeguarding FLE
Statutory	No
Publish Online	No
Last Review Date	June 2024
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	June 2025
Version	1

School	King Edward VI Camp Hill School for Girls
School Policy Owner	Lyndsey Maginnis
LGB Approval Date	October 2024

Related Documents/Policies

Title
Keeping Children Safe in Education
Mental Health First Aid England, Youth MHFA training
Suicide-Safer School Policy (2024)
Let's Talk About Self-harm. Southend, Essex and Thurrock Council
The Truth About Self-harm: for young people and their friends and families. Mental Health Foundation (based on findings of the National Inquiry into Self-harm)

The Foundation Leader in Education – Safeguarding and Wellbeing and the school Designated Safeguarding Lead/Senior Mental Health Lead are responsible for reviewing and updating this procedure.

We fulfil our local and national responsibilities as laid out in the following documents:

The Education and Inspections Act 2006

Education Act 1996 and 2011

Children Act 1989

Human Rights Act 1998

The Equality Act 2010 (Part 6)

Children and Families Act 2014 (Part 3)

[Keeping Children Safe in Education](#)

[Working Together to Safeguard Children 2023](#)

[Special Educational Needs and Disabilities \(SEND\) Code of Practice](#)

Contact a Samaritan

If you need someone to talk to, we listen. We won't judge or tell you what to do.

Call us any time, day or night

Whatever you're going through, you can call us any time, from any phone for FREE.

Call 116 123

Write us an email

Sometimes writing down your thoughts and feelings can help you understand them better.

jo@samaritans.org

Response time: It may take several days to get a response by email

POLICY CONTENTS

INTRODUCTION

Purpose

The purpose of this policy is to set out a framework outlining the King Edward VI Foundation and Academy Trust's approach to safeguarding and child protection in relation to self-harm

Definitions

The King Edward VI Foundation (the 'Foundation Charity') (registration no. 529051) charity, comprises two Independent Schools and the Foundation Office. The King Edward VI Academy Trust Birmingham (the 'Academy Trust') (registration no. 10654935) incorporates the Academies. (The Foundation Charity and the Academy Trust are collectively known as the 'Foundation'.)

King Edward VI Camp Hill School for Girls (KECHG) has 1115 students on roll (748 in Years 7 – 11 and 367 in Sixth Form) with approximately 21% Pupil Premium (PP) (23.4% Free School Meals (FSM)). Approximately 22.15% of students have English as an additional language (EAL) compared with 20.2% nationally (DfE, June 2023). 88% of students are from ethnic minority backgrounds, compared with 37% nationally in secondary schools (DfE, June 2024). The school location deprivation indicator is "well above average" of all school; the base for students is "close to average" or all schools, in terms of deprivation (IDSR, Nov 2023).

Commitment

The Foundation is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All young people have the right to be protected from harm, abuse and exploitation.
- All young people have the right to experience their optimum mental and physical health.
- That every young person has the right to be safe and to feel safe in school.
- Young people need support that matches their individual needs.
- All young people should respect and support each other.
- By having clear systems and processes in place, identification of needs will be identified early.

- All staff and visitors have an important role to play in safeguarding young people and protecting them from abuse, harm and exploitation.

Safeguarding and promoting the welfare of children includes ensuring that young people are safe whilst in school and taking action to enable all children to have the best outcomes.

KECHG will follow Keeping Children Safe in Education 2024 in reference to:

- Safeguarding information for all staff.
- What school staff should know and do.
- A child centred and coordinated approach to safeguarding.

This policy cannot be separated from our general ethos and safeguarding culture within school which ensures that students:

- are treated with respect and dignity.
- are taught to treat each other with respect.
- feel safe.
- have a voice and are listened to, ensuring that our approach to safeguarding is child-centred, always considering the best interests of the child.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters young people, and their families has a role to play to fulfil this responsibility effectively, including identifying concerns, sharing information and taking prompt action.

Diversity and Equality Mission Statement

We believe that all members of our community are entitled to be treated fairly and equally regardless of their race, ethnicity, religion, gender, sex, sexuality or disability. Our purpose is to challenge discrimination in all its forms so that our students can achieve educational excellence.

AIMS AND VALUES

This policy is intended for students, parents/carers and staff and will contribute to the protection and safeguarding of our students and promote their welfare by:

- increasing understanding and awareness of self-harm;
- alerting staff to warning signs and risk factors;
- setting out clear guidelines on the school's procedures for dealing with those who self-harm whilst the student is in our school;
- providing support to staff dealing with students who self-harm;
- providing support to students who self-harm, and their peers and parents/carers.

This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:

- Adopting a whole school approach to safeguarding.
- Ensuring that safeguarding and child protection underpin all relevant aspects of process and policy development in school.
- Clarifying standards of behaviour for staff and pupils.

- Contributing to the establishment of a safe, resilient, and robust ethos in the school, built on mutual respect and shared values.
- Introducing age-appropriate work within the curriculum on self-harm.
- Encouraging pupils and parents to engage with school and external services to respond to and support behaviours of concern.
- Alerting staff to the signs and indicators that all may not be well.
- Developing staff awareness of the risks and vulnerabilities pupils face; and
- Addressing concerns at the earliest possible stage.

This means in KECHG we will contribute to supporting our pupils by:

- Identifying and protecting all pupils, especially those identified as vulnerable.
- Identifying individual needs as early as possible; gaining the voice of pupils and designing plans to address those needs; and
- Working in partnership with pupils, parents/guardians/carers, and other agencies.

OUR VISION FOR WELLBEING

As a school, in order to prioritise and be committed to the wellbeing of all members of our school community, staff and students are committed to the development of resilience through connectedness, kindness and compassion.

Through the values, ethos and culture we advocate every day in line with our school vision, we aim to develop and nurture students and colleagues with sensitivity and mutual respect.

Our vision, ethos and statement of principles are outlined in our Relational Behaviour Policy.

STATEMENT OF PRINCIPLES

Birmingham Safeguarding Children Partnership (found in Right Help Right Time) outlines eight guiding principles of safeguarding, that can be implemented to protect young people and which our school adheres to. Staff in school will:

- Provide effective help and support as early as possible;
- Have conversations and listen to children and their families as early as possible;
- Understand the child's lived experience;
- Work collaboratively to improve children's life experience;
- Be open, honest and transparent with families in our approach;
- Empower families by working with them;
- Work in a way that builds on families' strengths;
- Build resilience in families to overcome difficulties.

The school will also apply long-term strategies to enhance self-esteem and develop emotional literacy and resilience through the PSHCE and form time curriculum. Students will be made aware of the policy and who the named staff and Peer Mentors/Wellbeing Prefects are if they wish to report a concern.

If school feels a multi-disciplinary approach is required, the Designated Safeguarding Lead (DSL)/Deputy, with parent/carer consent, will consider liaising with other agencies and complete an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an Early Help Assessment, in some cases acting as the lead practitioner.

INTRODUCTION TO SELF-HARM

Self-harm is defined by the World Health Organisation as "an act with a non-fatal outcome in which an individual deliberately initiates a non-habitual behaviour, that without intervention from others will

cause self-harm". Whilst it is defined as having a 'non-fatal' outcome, often there are shared risk factors for both self-harm and suicide, which will be discussed later in the policy.

The most recent Department for Education State of the Nation: children and young people's wellbeing research report, published February 2023 found that 3.9% of 7- to 9-year-olds, 11.1% of 11- to 16-year-olds, and 32.8% of 17- to 24-year-olds were reported or reported themselves as having self-harmed in their lifetimes.

Because there may be some temporary relief at the start, self-harm can become someone's normal way of dealing with life's difficulties. This means that it is important to talk to someone as early as possible to get the right support and help. Learning new coping strategies to deal with these difficulties can make it easier to break the cycle of self-harm in the long term.

ROLES AND RESPONSIBILITIES

Governors

- Support the school Senior Leadership Team in awareness and understanding of self-harm and how it should be approached within the curriculum and training for staff and, where appropriate, parents/carers;
- Support the implementation of the school policy around self-harm.

Headteacher/Head of School

- To lead a whole school culture of positive mental wellbeing, including awareness of emotional wellbeing, mental health issues and self-harm, and be supported to do so;
- Support training for staff on emotional wellbeing and mental health issues including self-harm;
- Ensure School adherence to the Ofsted Inspection Framework which requires schools to support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy as one of the criteria in the "personal development" section of the framework.

Designated Safeguarding Lead (DSL)

- Implement the Self-Harm Policy ensuring all staff are aware of and understand the policy and what procedures to follow;
- Ensure that all students know that they can talk to members of the Pastoral Team, including the DSL/Senior Mental Health Lead, if they are experiencing or thinking about self-harming, or are aware of another student who is thinking about self-harming/has self-harmed;
- Ensure all students, parents and staff know where to access **resources** about coping with and understanding self-harm;
- Maintain up to date records on My Concern of students experiencing self-harm, incidents of self-harm, concerns surrounding the issue and support provided to students and share appropriate information with the Foundation Leader in Education – Safeguarding and Wellbeing as and when requested;
- Communicate, where appropriate, with the Headteacher/Head of School and the School Governing Body, on a regular basis and keep them informed of incidents and developments;
- Liaise with the relevant staff: Head of School, Pastoral Leaders and Deputy Heads to manage the return of a student to school after a period of in-patient treatment or period off school in a way that is supportive to the individual student but also supportive of the rest of the pupils;

- Be confident and up to date in understanding of self-harm including specific training where required;
- Be aware of what organisations and key services in the area can support young people who self-harm;
- Be aware of information sharing and confidentiality arrangements, including when it is essential to share information with relevant staff in school and other organisations;
- Inform student's parents/carers, or support the Pastoral Team to do so, and liaise with them as to how to best manage the situation;
- Respond to any mention of suicidal feelings or behaviour as a matter of urgency;
- Ensure that all first aiders are provided with resources to understand the medical support needed by someone who has self-harmed;
- Take care of their own and the Pastoral Team's emotional wellbeing and seek support/supervision as and when necessary, including signposting to employeeassistance.org.uk, [Education Support](#) and external supervision.

ONLINE SAFETY

There have been countless concerns over recent years in relation to algorithms and the type of content that is fed to young people across the various platforms they use. The latest [study](#) from Amnesty International delves deeply into the very significant concerns around the algorithms used within TikTok specifically in relation to self-harm, where children who signal an interest in mental health are quickly led down rabbit holes of some very disturbing content which can heighten risk, exacerbate an existing vulnerability or act as a trigger.

[INFORMATION INCLUDING ROLES AND RESPONSIBILITIES OF STAFF](#)

[INFORMATION INCLUDING ROLES AND RESPONSIBILITIES OF PARENTS/CARERS](#)

[INFORMATION AND GUIDANCE FOR STUDENTS](#)

MONITORING, EVALUATION AND REVIEW

The DSL will:

- ensure this policy is contextualised annually and the procedures and implementation in school are updated and reviewed regularly;
- work with the Foundation Leader in Education – Safeguarding and Wellbeing and the School Safeguarding Governor to evaluate the impact of the policy; and
- ensure this policy is available publicly and parents/carers know referrals to external agencies may be made.