



Love, Learn and Grow Together

## Self-Harm Policy

*At Foston and Terrington Church of England Schools our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity, is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control' (Galatians 5 v 22-23). Our core Christian values, love, joy, patience, and self-control are fostered in the pupils and staff building an ethos where all can flourish.*

*At Stillington and Langton Primary School our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.*

<b>Self-Harm Policy</b>	North Yorkshire Rural Schools Federation	
<b>Document Status</b>	Draft	
<b>Date of next review</b>	December 2026	Responsibility: Mental Health Lead
<b>Success Criteria for review completion</b>		Responsibility Safeguarding Governor
<b>Date of Policy Creation</b>	December 2025	Responsibility: Mental Health Lead
<b>Date of Policy Adoption by Governing Body</b>	December 2025	
<b>Method of Communication (e.g. Website, etc.)</b>	Website	

## **1. Introduction and Context**

1.1 Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm, building resilience and supporting pupils, peers and parents of pupils currently engaging in self-harm.

## **2. Purpose**

2.1 This document is a policy for staff working in this school who may be supporting pupils who self-harm.

## **3. Aims**

3.1 To adhere to the NYCC Self-Harm Guidance protocol.

3.2 To develop outstanding practice within this school to help and support pupils who self-harm.

## **4. Definition of Self-Harm**

4.1 Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body.

## **5. Roles and responsibilities**

### **The Governing Body**

5.1 The governing body has the legal duty to safeguard and promote the welfare of their pupils. There is a nominated governor who has responsibility for safeguarding who will have an oversight for provision for pupils who self-harm.

### **The Executive headteacher and Head of School**

5.2 The Executive Headteacher and Head of School have responsibility for establishing effective safeguarding procedures with regard to self-harm, thereby ensuring the duty of care of pupils and staff.

### **Staff**

5.3 Pupils may choose to confide in any member of school staff if they are concerned about their own welfare, or that of a peer.

Referral procedures are via CPOMs and/or direct to the school's DSL.

5.4 This includes all staff being aware of the North Yorkshire pathway of support for children and young people who deliberately self-harm.

## **6. Training**

6.1 Schools are recommended to access training regularly on self-harm. Staff giving support to pupils who self-harm may experience all sorts of reactions to this behaviour in pupils (e.g. anger, helplessness, rejection); it is helpful for staff to have an opportunity to talk this through with work colleagues or senior management.

6.2 Staff taking this role should take the opportunity to attend training days on self-harm or obtain relevant literature. Induction procedures for all staff, outlined within our training schedule, will include training on Self-Harm, Child Protection procedures and setting boundaries around Confidentiality.

## **7. Monitoring and Evaluation**

7.1 The designated governor who has responsibility for safeguarding will monitor the systems yearly and following any incident of self-harm.

Policy reviewed on: *4<sup>th</sup> December 2025*

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