



**WHERE LEARNERS AND STAFF THRIVE**

**Trust Policy**

**Trust Child Protection Policy**

Approver: Trustees  
Review Cycle: Annual

<b>Revision History</b>			
<b>Date</b>	<b>Version</b>	<b>Short Description of Changes</b>	<b>Approved by:</b>
Oct 2022	v1.0	Policy adopted	Trustees
Oct 2023	V1.1	Appendix 1 & 2 Added for schools to adopt locally.	Trustees

<b>This Policy Applies To:</b>
Secondary Schools Primary Schools Centralised Trust Employees Trustees & Governors

**Important:** This document can only be considered valid when viewed on the Trust website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

## Document Management Information

<b>Applicable to:</b>	Employees, agency workers, self -employed workers and professional visitors.
<b>Development and Consultation:</b>	Developed in line with legislation.
<b>Dissemination:</b>	All staff will be asked to confirm reading by SendMy. Schools will need to ensure that regular visitors, contractors, self-employed visitors and agency staff to school are aware of safeguarding in their settings. Included as part of our Induction.
<b>Implementation:</b>	All staff in all Academies and Central Support Services including individuals employed by the Trust, volunteers, contractors and agency staff. All Members and Trustees.
<b>Training:</b>	All staff will receive induction training in safeguarding policy and practice when they first join the Trust. Thereafter, they will receive update safeguarding training at least annually. In addition, Designated Safeguarding Leads (and any deputies) will receive external training that is appropriate for their role at least every two years.
<b>Review Frequency:</b>	Annually
<b>Based on:</b>	v1.0
<b>Policy Author:</b>	Mr A Vipond, Coast and Vale Safeguarding Lead (Primary)
<b>Executive Policy Owner:</b>	Director of Learning
<b>Approval by:</b>	Trust Board
<b>Version</b>	1.1
<b>Approval Date:</b>	17 October 2023
<b>Next Review Due:</b>	Oct 2024
<b>School Based Policy</b>	Each school to have their own Child Protection Policy based on the Local Authority Safeguarding Children's Board Model Policy, reviewed early in the Autumn term. School should also adopt and implement the Model Policies at Appendix 1 and 2 in September

If you require this policy in a more accessible format please contact the Trust Compliance Officer on [compliance@coastandvale.academy](mailto:compliance@coastandvale.academy)

Executive summary text for current policy version:

Related policies at section 3.2 has been updated.

Schools are required to adopted the Suicide Ideation Policy at Appendix 1 and Self Harm Policy at Appendix 2 early in the Autumn term. The local Child Protection Policy should be updated in the Autumn Term based on the LA model policy.

Staff should be asked to sign the Trust and Schools Child Protection and Schools Suicide Ideation and Self Harm Policies via SendMy.

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Going forwards this policy is going to be approved in July of each year to be effective from 1 September. This will enable School DSLs to be able to adapt the model policies at Appendix 1 & 2 in September.

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## 1 Introduction

- 1.1 Coast and Vale Learning Trust (the Trust) and its school communities fully recognise the contribution they can make to protect and support learners in school. The aim of the policy is to safeguard and promote our learners’ welfare, safety and health by fostering an honest, open, caring and supportive climate. We accept and carry out our responsibility to act on any suspicion, disclosure, or belief that a child is suffering or at risk of suffering harm. This includes acknowledging that sexual violence and sexual harassment happens within school communities. We commit to supporting those who are at risk or may have been a victim and having a zero tolerance to any type of sexual violence or harassment. Zero tolerance means this type of behaviour will not be ignored and should the Trust become aware of sexual violence or sexual harassment this will be taken seriously and we will work in conjunction with the school’s behaviour policy.
- 1.2 Everyone in the Trust shares an objective to help keep children and young people safe by contributing to:

- protecting children from maltreatment
- providing a safe environment for children and young people to learn in education settings
- preventing impairment of a child's health or development
- identifying children who are suffering, or likely to suffer, significant harm and taking appropriate action with the aim of making sure they are kept safe at home and at school (even in circumstances where they are not at immediate risk)
- safeguarding children's wellbeing and maintaining public trust in the teaching profession

1.3 All education settings must have in place systems designed to:

- prevent unsuitable people working with, or coming into contact with, children and young people within the setting for regulated or unregulated activity
- promote safe practice and challenge poor or unsafe practice
- identify instances in which there are grounds for concern about a child's welfare and take appropriate action to keep children safe
- Contribute to effective partnership working between all those involved with providing services for children

1.4 Where there is an inconsistency between this policy and the local Safeguarding Children's Board policy then this policy should take precedence.

## 2 Reporting a concern

2.1 Specific details of how to report concerns can be found in the schools local policy. Where a concern is in relation to a member of staff the following will apply.

2.2 Any allegations of abusive or inappropriate behaviour against a member of staff should be passed immediately to the Headteacher. If the allegation is against the Headteacher it should be referred to the Chair of the Local Governing Committee, Chief Executive Officer (CEO), and the Local Authority Designated Officer (LADO). If the allegation is against a member of the Trust Central Team it should be passed to the Chief Executive Officer. Any allegation made against the CEO should be referred to the Chair or Trustees or the Local Authority Designated Officer (LADO).

## 3 The Policy

3.1 This policy is part of the Trust Safeguarding Framework and is supported by the following guidance:

- Keeping Children Safe in Education (2023) includes Safer recruitment & Managing Allegations against Staff
- Working Together to Safeguard Children 2018
- Section 175 of the Education Act 2002

3.2 It should also be read in conjunction with other trust and school related policies including:-

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- School Safeguarding Policy (based on local Safeguarding Children Board's template policy)
- School Behaviour Policy
- School Anti-Bullying Policy
- Trust Relationships, Sex and Health Education Policy (Primary)
- Trust Relationships, Sex and Health Education Policy (Secondary)
- Trust Educational Visits Policy
- School SEND (Special Educational Needs and Disability) Procedure
- Trust SEND (Special Educational Needs and Disability) Policy
- Trust Health and Safety Policy
- Trust Recruitment and Selection Policy
- Trust Code of Conduct
- Trust Whistleblowing Policy (Policies are displayed on The Trust website and individual school's websites for school specific policies)
- Trust Lanyard Policy
- Various Trust Information Governance Policies
- Trust Equality and Diversity Policy

3.3 The policy is written to comply with the following legislation and guidance:

- Working Together to Safeguard Children - 2018
- Managing Allegations Against Those Who Work Or Volunteer With Children 2020
- What to do if you are worried a child is being abused – March 2015
- Reasonable force 2013
- Safer working practice for adults who work with young people- October 2015

3.4 The policy is consistent with the following legislation and guidance:

- Working Together to Safeguard Children (2018 – HMSO)
- Safeguarding Children and Safer Recruitment in Education (2007 - DCSF/DfES)
- Sexual Violence and sexual harassment between children in schools and colleges (DfE 2021)
- 'What to do if you are worried a child is being abused' (2015 - DCSF/DfES)
- Care & Control Guidelines (2006 - ER CFAS)
- Reasonable Force (2012 - DfE)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE Oct 2012)
- Safer working Practice for Adults who work with Children and Young People in Education settings (2009 & 2020 addendum- DCSF)
- Information Sharing Guidance for Practitioners and Managers (DCSF 2008)
- General Data Protection Regulation (ICO 2018)

3.5 The above list is not exclusive but when undertaking policy development the Trust will consider Child Protection and other safeguarding matters within each appropriate policy or guideline.

## 4 Purpose of a Safeguarding Policy

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- 4.1 An effective Safeguarding Policy and Procedure provides a clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues.
- 4.2 An effective policy also makes explicit the Trust's commitment to the development of good practice and sound internal services and procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.
- 4.3 The aim of this policy is to safeguard and promote our learners' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The learner's welfare is of paramount importance.
- 4.4 Our Trust fully recognise the contribution we can make to protecting children and supporting learners in school.
- 4.5 There are four main elements to our Safeguarding Policy:
- Prevention - positive school atmosphere, pastoral support to learners, safe and appropriate working practice by staff, and the staying safe and PSHE elements in the formal and informal curriculum. Educating children about areas for support and guidance and identifying 'at risk' children and families and intervening early
  - Protection - by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately and sensitively to safeguarding concerns and that there are clear systems of internal information sharing and record keeping. To ensure our learners know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident to report it and that action will be taken, and they will be supported.
  - If at any point there is a risk of immediate serious harm to a child a referral should be made to the local Safeguarding Hub immediately, NYCSP (North Yorkshire Safeguarding Children Partnership). Whilst usually this would be done by the Designated Safeguarding Lead, staff should have the confidence and knowledge that anyone can make a referral
  - Support - to learners, school staff and to children who may have been abused or are in other ways vulnerable
  - Collaboration with Children and Young People, parents and other agencies to promote Safeguarding and Well-being for all of our children and young people
- 4.6 This policy applies to all staff (teaching and non-teaching), governors, trustees and visitors on our sites. We recognise that child protection is the responsibility of all staff within our Trust. We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.
- 4.7 The policy will be reviewed by Trustees annually.
- The Trust Designated Safeguarding Leads and the Board of Trustees will review this policy each year. The views of the children, parents, lunchtime

staff, extended school staff and other support staff may be sought and taken into account in this review

- If at any time deficiencies or weaknesses in the Safeguarding policy and procedures are identified they will be addressed by the Trust immediately and remedied.

## 5 The Trust's Commitment

5.1 The Trust adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children, vulnerable adults and parents feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from, or confide in, members of staff.

5.2 We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or who are suffering from, abuse.

5.3 Our schools will, therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- include in the curriculum activities and opportunities which equip children with the skills and knowledge they need to stay safe from abuse and which will help them develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour on-line.
- ensure that all forms of bullying and harassment including allegations of child on child abuse including sexual violence and sexual harassment, hate incidents and online bullying and abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- educate all learners and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our schools or communities.
- ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- ensure that staff have an understanding of when to make referrals to the Designated Safeguarding Leads when there are indicators or concerns of possible neglect, sexual, physical or emotional harm and indicators of possible child sexual or criminal exploitation, female genital mutilation, radicalisation, school attendance concerns, child on child, sexual violence and sexual harassment and forced marriage and that they have access to additional advice and support.
- embed a restorative ethos across the organisation

## 6 Child Protection Procedure

### 6.1 The Trust will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure that children know there are adults in the school whom they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children
- Ensure that staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times
- Ensure that all staff are updated on Keeping Children Safe in Education on an annual basis.

6.2 Confidentiality 'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child'.

6.3 We recognise that all matters relating to child protection are highly confidential and the Safeguarding Leads will share information on a 'need to know, what and when' basis. Staff are made aware that these concerns or other matters relating to learners should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or discussion in any media

6.4 Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the Safeguarding Children Partnership Guidelines and Procedures for each local authority which is clearly laid out within each individuals school CP policy

6.5 **Induction.** All staff inductions will contain the following elements. The schools Designated Safeguarding Lead is responsible for making sure this is in place. Please also refer to section 9.

6.5.1 New staff induction days involve input from Designated Safeguarding Lead on basic signs and symptoms and internal procedures

6.5.2 Child Protection information is given to all staff via the Staff Handbook. It is also available on our school websites with supporting materials easily available

6.5.3 Basic principles of the Child Protection Policy are given to all staff as part of the September training provision (this includes e-safety and the Trust's code of conduct)



- 6.5.4 Training and inset days are organised throughout the academic year to increase the level of safeguarding expertise across teaching, pastoral and inclusion staff
- 6.5.5 All new starters (teaching and non-teaching) complete a safeguarding induction and on-line core safeguarding training
- 6.5.6 Training needs of all staff, Trustees and governors are audited annually
- 6.5.7 Key support staff are given external training around safeguarding issues utilising specialist providers who have the most up to date information and strategies

## 7 Roles and Responsibilities

7.1 All staff have responsibility to ensure that our learners are safe from harm. This section is not exhaustive as to responsibilities. More detailed responsibilities may be found in the school Child Protection Policy.

7.2 **Trustees.** The Trust Board is the management board for the Trust. As such they have overall responsibility to make sure that Child Protection and Safeguarding matters are appropriately managed. Trustees will challenge leaders so Trustees can ensure that:

- The Trust has a standard understanding of Child Protection Issues and that safeguarding is enshrined in all Trust policies
- Adequate resources and training are made available to staff at a level commensurate with their role
- Ensure Trustees and Governors undertake suitable child protection training as advised by the Trust DSL
- Schools are supported to manage safeguarding issues
- They monitor safeguarding across the Trust
- School Leadership from the Headteacher/Governors supports positive child protection practice.

### 7.3 CEO

- Ensures Trust structures support a culture of positive child protection and Safeguarding practice
- Ensures senior colleagues are supported to deliver positive child protection and Safeguarding practice

### 7.4 Trust Designated Safeguarding Lead – Secondary & Primary Schools

- Creating a safeguarding culture which ensures Trust wide systems allow for the robust management of child protection and Safeguarding policies and practice
- Ensuring Schools have a current Child Protection Policy, Suicide Ideation Policy and Self Harm Policy.
- Ensuring schools training offer in relation to child protection is adequate
- Reporting to Trustees as required

- Ensuring CPOMS is used consistently across the Trust
- Reporting structures are adequate and consistent to allow comparisons to be made

**7.5 Local Governing Committee.** Local Governing Committees will oversee the Safeguarding arrangements in the setting they are responsible for. Each LGC will appoint a governor with specific Child Protection responsibilities.

- Ensure the school has a local Child Protection Policy that is based on the relevant Safeguarding Children Board’s model policy and this is reviewed annually
- Ensure that the school adopts the Suicide Ideation and Self Harm Policies at Appendix 1 & 2 Respectively. These should be approved in the Autumn Term.
- Ensure the school follows this policy and their own local policy
- Regularly reviews the School’s Single Central Record
- The CP Governor acts as a ‘Advocate’ of the safeguarding role of the school and liaises with the Headteacher and Designated Safeguarding Lead in order to report to and advise the Local Governing Committee
- The Local Governing Committee has the responsibility to monitor and ensure that all CP procedures, policies and training are in place and appropriate. The DSL and CP Governor prepare a CP annual report to be discussed in the autumn term by the Local Governing Committee. Any CP visit reports should be submitted prior to the relevant Local Governing Committee meeting.
- Engage with their own CPD in relation to Child Protection training

**7.6 Headteachers.** The Headteacher has overall responsibility for Safeguarding in their setting. They will actively work with the DSL to create a culture where positive Child Protection practice is well embedded and issues are treated seriously and reported correctly. They will also:

- Ensure staff and governors receive training that is relevant to their role in Child Protection
- Ensure that the school appoints a “Designated Safeguarding Lead”
- Ensure reports submitted to LGC are timely and of sufficient quality to be useful

**7.7 Designated Safeguarding Leads.** The Schools’ Designated Safeguarding Leads (DSL) are designated to take the lead responsibility for Child Protection in their settings. Responsibilities for each of these officers include:

- providing advice and support and information to staff as appropriate
- liaising with the LA and other agencies
- maintaining CP records for individual children
- ensuring the preparation of appropriate reports for and attendance at Case Conferences and other multi agency meetings
- arranging appropriate knowledge transfer for all staff, depending on their role
- responsible for sending and receiving child protection files as the point of a learner coming onto or leaving roll in a data protection aware way
- liaising with the Trust DSL, Headteacher and Deputy DSL(s)

- responsible for drafting, approval and dissemination via SendMy and Staff Hub of the School's Child Protection Policy (based on the Safeguarding Children Board's model policy) and the school Suicide Ideation and Self Harm Policies (Appendix 1 & 2). These should all be done by the end of each September.

7.8 **Pastoral/Inclusion Staff.** Pastoral staff are likely to be the first line of contact for CP issues identified for individual learners. They will liaise with the Safeguarding Lead on all CP issues

7.9 **All staff.** All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes:

- a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. **It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff.** Failure to report such concerns may be considered an act of misconduct or gross misconduct within the Trust's Disciplinary Policy
- All concerns and referrals are to be recorded on the child protection system- CPOMS, used by each school in the trust.
- Engage fully in any Child Protection / Safeguarding training
- Ensure they are aware of their local arrangements for safeguarding and how their role fits into that, all staff should know who is the DSL & any deputies. Staff with any questions, should speak to the DSL in the first instance
- Ensure they follow procedures and protocols to safeguard learners and their information

## 8 Records and Monitoring

8.1 Well-kept records are essential to good child protection practice. All staff are made clear about the need to record and report concerns about a child or children within our school. The schools' Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Head of School, DSL or appropriate Senior Manager

8.2 Parents may request to read their child's file. School will seek advice from the relevant Local Authority Designated Officer (LADO) if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any third party information

8.3 The DSL and Headteacher decide what information needs to be shared with whom and when on a case by case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware of concerns or at least that the individual child is being monitored. The most appropriate member of staff will attend case conferences, core group meetings and other multi-agency meetings to ensure a coherent approach to promoting the welfare of children and protecting them from harm.

8.4 A Single Central Register (SCR) is maintained by each school.

8.5 A record of staff training and when key policies and documents are signed off is maintained by each school. These records may be kept by third parties, such as National College or SendMy. This record should include which staff have undertaken safer recruitment training (to be refreshed triennially). Each recruitment panel should have at least one person who has completed the Safer Recruitment Training in line with the Trust's Recruitment and Selection Policy.

## 9 Induction.

9.1 When new staff start (including agency and other regular visitors) at the Trust they are briefed on the school CP and Safe Working procedures and given a copy of and access to:

- This policy
- Trust Code of Conduct
- Trust ICT Acceptable Use Policy
- Keeping Children Safe in Education – statutory guidance for schools and colleges
- School Behaviour Policy

## 10 Glossary and Guidance Sources

For the purpose of this policy:

The term 'staff' or 'member of staff' refers to all adults paid or unpaid, working in any capacity in the school or in activities organised by the school, which brings them into contact with the children of the school

Parent/s - refers to adults with parental responsibility for a particular child

DSL - Designated Safeguarding Lead

LA/CPO - LA Child Protection Officer (Schools)

LADO – Local Authority Designated Officer (first contact for allegations against Staff and Volunteers)

NYSCP – North Yorkshire Safeguarding Children Partnership

LSCT – Local Safeguarding Children Teams

DBS – Disclosure and Barring Service (formally CRB)

## Appendix 1 – Model School Suicide Ideation Policy

Guidance for schools – school DSL should complete the relevant areas with the details for your setting, these are in red text below. Once you have completed this, please turn the text black. This policy should be updated from the template in the Trust’s Child Protection Policy in each autumn term and made available to the school community. Please also ensure that staff have read and signed this policy via SendMy and put onto your school’s policy folder on the Staff Hub. Contact [compliance@coastandvale.academy](mailto:compliance@coastandvale.academy) to arrange this.

### 1 Statement of purpose

- 1.1 Coast and Vale Learning Trust (the Trust) is aware that suicide is the leading cause of death in young people and that we play a vital role in helping prevent young suicide.
- 1.2 The Trust wants to ensure that the learners and staff are as suicide-safe as possible and that our Trustees, governors, parents and carers, teaching staff, support staff, learners and other key stakeholders are aware of the commitment to be a suicide-safer organisation and family of schools.

### 2 Our beliefs about suicide and its antecedents

- 2.1 **SCHOOL** acknowledges that:

#### 2.1.1 Suicidal thoughts are common.

We acknowledge that thoughts of suicide are common, especially among young people.

#### 2.1.2 Suicide is complex

We believe that every suicide is a tragedy. There are a number of contributing factors surrounding a suicide. The reasons are often complex and individual to that person. However, we believe there are lessons that may be learned from each death that may prevent deaths in the future.

#### 2.1.3 Stigma inhibits learning - Stigma can kill

We recognise that the stigma surrounding suicide and mental illness can be both a barrier to seeking help and a barrier to offering help. SCHOOL is committed to tackling suicide stigma. In our language and in our working relationships, we will promote open, sensitive talk that does not stigmatise and perpetuate taboos.

#### 2.1.4 Suicide and its prevention is everyone's business

As a school we will recognise that learners and staff may seek out someone whom they trust with their concerns and worries. We want to play our part in supporting any learner and will endeavour to facilitate the reporting of any risks or concerns.

#### 2.1.5 Safety is very important

We know that learners who are having thoughts of suicide may or may not also be behaving in a way that puts their life in danger. We as a school will seek to support our learners and staff, working in partnership with family, caregivers, external agencies and any other professionals as appropriate to enhance suicide safety and reduce the risk of suicide in learners and staff.

#### 2.1.6 Suicide is a difficult subject to talk about

We know that learners and adults who are suicidal may find it difficult to make their feelings known and speak openly about suicide. As a Trust we will provide trained adults who will be trained to identify when a learner/adult is struggling with thoughts of suicide

#### 2.1.7 Talking about suicide does not create or increase the risk.

We understand that talking about suicide does not put them at additional risk. One of the only ways to really know if a person is contemplating suicide is to ask. We will provide our learners and staff with opportunities to speak openly about their worries with people who are ready, willing and able to support them. We recognise that asking someone if they are suicidal may seem difficult, but it is important to be ensure that you can take the right actions to reduce the risk of suicide.

### 3 How we help ensure an active person-centred suicide and intervention policy

- 3.1 **SCHOOL** has a named individual (**NAME**) who is responsible for the implementation and the maintenance of this policy.
- 3.2 **SCHOOL** has staff trained (**NAME**) that understands this policy and are trained in suicide intervention through the Applied Suicide Intervention Skills Training (ASIST). Their training will be refreshed at least every two years. We will ensure that all staff will be clear how to enhance the physical safety of our environment including the removal of any ligature points, restricting access to places which facilitate jumping and securely store harmful substances.

- 3.3 have undergone Suicide Intervention Training [Talk Suicide :: NAViGO \(navigocare.co.uk\)](https://talksuicide.co.uk) and where appropriate to the role additional training will be undertaken.
- 3.4 The Designated Safeguarding Lead will be the point of escalation for any concerns about any learner. We will keep confidential records of learners at risk of suicide to ensure some continuity of care within the intervention model.
- 3.5 We will endeavour to make sure all our staff are suicide aware. This means that all staff inductions will include suicide awareness, i.e., how to spot signs, what to do and how to escalate any concerns whether this is in relation to a learner or staff.
- 3.6 We will ensure that all learners are suicide aware. This means we will ensure as part of a planned Personal, Social, Health Education (PHSE) curriculum there is age-appropriate learning which equips our learners to know how to spot signs, what to do and how to escalate any concerns to a member of staff.
- 3.7 We recognise the need to balance someone's life against the need to protect their confidentiality. We therefore routinely ask staff for permission to share any serious concerns for their welfare with an emergency contact of their choice. Should a member of staff who is known to have had suicidal thoughts and is presently believed to be at risk.
- 3.8 We recognise that anybody can have a period of poor mental health while attending or working in school. As a school we will endeavour to put in place mechanisms which allow staff that have regular interaction to be able to flag or review any concerns about individuals including suspected suicidal thoughts. Ideally this flagging will be electronic and immediate using CPOMS. Students that are flagged in this way will be reviewed regularly and routinely by nominated staff so that patterns of concerning behaviour can be spotted and the necessary steps can be put in place to keep them safe, including meeting them face to face.
- 3.9 We recognise that whilst rare, young people can be particularly susceptible to suicide contagion where one such loss can lead to or be linked to further links deaths within a particular community or establishment. We acknowledge that early identification of such a situation or an emerging cluster requires vigilance and effective communication from all relevant partners. In such circumstances a coordinated, multi-agency response led by Public Health teams is essential and **SCHOOL** will cooperate in any multi-agency activity.
- 3.10 If a child moves schools and there are concerns that they may be at risk of self-harm or suicide, **SCHOOL** will share their concerns with the child's new school/college to ensure that they can be supported. Information will be shared promptly and will be proportionate to the level of identified risk.

3.11 When we identify a learner or member of staff is at risk of suicide and external services are engaged, such as a hospital A&E department or a crisis centre, we will have explicit guidelines on the pathways that apply. Those guidelines will be developed in co-operation with the external services and will be reviewed regularly as the provision of such services change over time.

#### **4 How we can ensure a safe and sensitive approach postvention provision**

4.1 **SCHOOL** will have trained staff whose role it is to respond in the event of a suicide. Each member of our trained staff will have a defined responsibility within our plan including leadership, Senior Mental Health Lead and any communications with external agencies, including the media.

4.2 **SCHOOL** will be clear about how we deal with an inquest after someone has died by suicide in our school or college. We will support the authorities in their work but will be mindful of the distress an inquest causes to the bereaved people. We will also be mindful of the impact supporting an inquest can have on staff.

#### **5 We will also:**

5.1 Record and monitor the uptake of bereavement support services by learners after a suicide.

5.2 Survey learners regarding how supported they feel.

5.3 Assess the impact of interventions on staff

5.4 Review lessons learned and any suggested changes to procedures and provision of well-being services

#### **6 On-going support and development of our policy and practice:**

6.1 Our Governors and leadership team will keep our practice up to date by maintaining contact with best practice and on-going training.



## Appendix2 – Model School Self Harm Policy

Guidance for schools – school DSL should complete the relevant areas with the details for your setting, these are in red text below. Once you have completed this, please turn the text black. This policy should be updated from the template in the Trust’s Child Protection Policy in each Autumn term and made available to the school community. Please also ensure that staff have read and signed this policy via SendMy and put onto your school’s policy folder on the Staff Hub. Contact [compliance@coastandvale.academy](mailto:compliance@coastandvale.academy) to arrange this.

This policy forms an essential part of the school’s medical and safeguarding group of policies. It should be viewed in conjunction with these, Safeguarding Children and Child Protection.

### 1 Aim

- 1.1 The overall aim is to ensure that staff can recognise and act swiftly and appropriately to all cases of self-harm.

### 2 Objectives

- To recognise any form of self-harm or mutilation.
- To understand that self-harming is almost always a symptom of some underlying emotional or psychological issue.
- To put in a framework for intervention
- To be alert to the possibility that self-harm may arise from a history of abuse.
- How to work with students who self-harm and how to support them in the short/long term.
- To support staff who encounter students who self-harm.
- To have clear guidance for staff - Who needs to be informed and when do parents and external agencies need to be contacted.
- Education around self-harm for students and staff.

### 3 What Is Self-Harm?

- 3.1 Self-harm is any deliberate behaviour that inflicts physical harm on Someone’s own body and is aimed at relieving emotional distress. Self- Harm can include:
  - Scratching/Cutting themselves.
  - Banging and bruising themselves.
  - Punching themselves.
  - Biting themselves
  - Sticking things into their body.
  - Burning/scalding their body.
  - Scrubbing/scouring their body.
  - Pulling their hair or eye lashes out.
  - Swallowing inappropriate objects or liquids
  - Taking too many tablets
  - Substance abuse

3.2 Less obvious self-harm behaviours also include:

- Controlled eating patterns-anorexia, bulimia, over-eating.
- Indulging in continuous risky behaviour including sexual and the use of drugs or alcohol.
- Frequently getting into fights.

#### 4 Warning Signs

4.1 Self-harm may present as visible or invisible signs. The latter can include ingested materials or cuts and bruises under the clothing. Staff, parents, and students may become aware of the warning signs that might indicate that a student is experiencing difficulties that may lead to self-harm or suicide. These warning signs should always be taken seriously and anyone observing these should seek advice from the school's mental health lead (**NAME**) or if not available the Designated Safeguarding Lead (**NAME**)

#### 5 Warning signs may include:

- Visible signs of injury (e.g., scarring).
- A change in dress habit that may be intended to disguise injuries (e.g., an unexpected / sudden change to wearing long sleeved tops)
- Increased isolation from friends or family; becoming socially withdrawn.
- Changes in activity and mood (becoming more introvert or withdrawn).
- Expressing feelings of failure, uselessness, or loss of hope.
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Changes in eating and sleep habits.

#### 6 Emotional/Psychological Risk Factors Associated with Self-Harm Can Be:

- Recent trauma or death of a friend/relative or a parental divorce.
- Negative thought patterns and low self-esteem.
- Bullying - within school, home, or the internet.
- Abuse- sexual, physical, emotional or neglect.
- Sudden changes in behaviour and/or academic performance.
- Learning difficulties.
- Relationship difficulties with family and friends.
- Substance abuse (including tobacco, alcohol, and drugs)
- Issues around sexuality
- Medical condition.
- Parent/family long term illness.

6.1 Information must be available within school to help the students experiencing distress find an appropriate person to talk to.

6.2 Within **SCHOOL**, the Senior Mental Health Lead, and the Designated Safeguarding Lead, working in collaboration, are responsible for self-harm

matters. Anyone concerned about a student must liaise with either of these members of staff, who will follow up with sensitivity, discretion and in line with the Child Protection Policy.

## **7 Prevention**

- 7.1 An estimated 1 in 12 children self-harm at some point. The risk of self-harm can be significantly reduced by the creation of a supportive environment in which the individual's self-esteem is raised and healthy peer relationships are fostered. This can be achieved through development of good relationships by all members of the school community.
- 7.2 Staff awareness of issues leading to self-harm is increased through training and the production of comprehensive policies on Safeguarding and Child Protection, Bullying, Medical and Self-Harm Policy.
- 7.3 Policies are posted on the school website to achieve the widest circulation and are also available upon request from the school office.
- 7.4 The pupils are provided with a wide range of internal and external sources of help, and these are widely publicised and spoken about during PSHE lessons where appropriate.

## **8 Roles And Responsibilities of Management, Staff and Teachers**

- Ensure that designated staff responsible for self-harm receive appropriate training.
- Ensure that the self-harm protocol is followed by all staff members.
- Ensure that self-harm education/awareness is in the school curriculum e.g., PHSE lessons.
- Consider provisions for students who self-harm, e.g., long sleeved uniforms and PE kits, time out cards from lessons when a student is experiencing distress.

## **9 All Staff and Teachers are expected to:**

- Listen to students who are experiencing emotional distress in a calm and non-judgemental way.
- Think carefully how to communicate with the pupil.
- Understand that the child may not be able to tell you why or what they are feeling.
- Report the self-harm incident to the designated staff member immediately and report the incident on CPOMS. Staff need to be aware of the timescale in which this must be done.
- Do not make promises which cannot be kept. Reassure the student that to receive help and find more helpful ways to cope others may need to know.
- Promote problem-solving techniques and non-harmful ways to deal with emotional distress.

- Be aware of health and safety issues such as first aid if the incident has occurred in school so a plan to support and keep the pupil safe can be put into place.

## 10 Students will be expected to:

- Be encouraged to not display open wounds and injuries. These must be dressed appropriately.
- Talk to the designated member of staff or follow their accessibility plan e.g., a time out card when they are in emotional distress.
- Be encouraged to alert a teacher if they suspect a fellow pupil of being at serious risk of harming themselves and know that confidentiality must be broken.

## 11 Parents will be encouraged to:

- Work in partnership with the school to support the pupil through this difficult time.
- Seek professional help offered by school and outside agencies
- Use resources available through school such:

<https://www.compass-uk.org/buzz-us>

<https://mentalhealthmatters.org>

<https://www.place2be.org.uk>

<https://www.youngminds.org.uk>

<https://www.annafreud.org>

## 12 Monitoring and review

12.1 This policy will be reviewed at least annually by the Trust DSLs and provided to School DSLs in the Autumn term for School DSLs to update and get approved . Where school staff find issues or errors with this policy it should be brought to the attention of the Trust DSL - Primary

## 13 Linked Policies

13.1 The following are linked to this policy and should be noted when dealing with cases or suspected cases of self-harm.

- Trust and School Child Protection policy.
- Medical Policy
- Inclusion Policy
- Anti-bullying Policy