The Marlborough Science Academy **Self-Harm Prevention Policy**	
Responsible Governing Body Committee:	**Personnel Committee**
Policy type:	**Non - Statutory**
Date of Origin:	**April 2016**
Adopted by:	**Full GB**
Author:	**James Griggs**
Location:	
Filename:	

Review Due Date	Review Completed	Amendments Y/N
April 2016	Yes	Yes
April 2018	October 2020	Yes
October 2021	February 2022	Yes
October 2023	October 2023	No
October 2024	October 2024	Yes
October 2025	October 2025	Yes
October 2026	October 2026	Yes
October 2027		

Other policies/procedures linked to this policy:

Teaching and Learning Policy GP38
Equal Opportunities GP09
Anti Bullying Policy GP15
Special Education Needs Policy GP21
Child Protection and Safeguarding Policy GP11
Whole School Behaviour Policy SP23

Status:
Additional Policy

Definition

Here at the Marlborough Science Academy we believe that our values create and underpin our ethos. The five core values of Dignity, Kindness, Compassion, Courage and Endeavour form the foundation of all we do as a school and help us to secure a vibrant community in which to flourish. This policy has been created to help promote and ensure that these values remain at the heart of everything we do as a school.

In keeping with the school's values, this policy aims to address the issue of self-harm:
It defines self-harm as intentional self-poisoning or self-injury, irrespective of the apparent purpose of the act. Self-harm may take a variety of forms and does not necessarily indicate an intention to die; however, self-harm and suicidal thoughts or behaviour can be associated and must always be taken seriously.

Purpose

The Governing Body wants to address the issues surrounding self-harm. It wants to make clear that staff have a clear responsibility to listen calmly, take the disclosure seriously, establish whether immediate medical attention is required, consider immediate safety and safeguarding, record the concern and report it promptly to the DSPs.If a child is in immediate danger, the school will call 999 or arrange immediate attendance at A&E with a parent/carer or other suitable person. Where urgent mental-health help is required but the situation is not an emergency, NHS 111 can be contacted and the mental-health option selected. It expects that the students who self-harm will be offered support depending on their individual needs and to help students improve their self-esteem and emotional literacy. It will ensure that staff members that come into contact with students who self-harm will be supported. Clear guidelines will be in place for the staff to follow when dealing with students who self-harm; this includes who needs to be informed. Parents/carers

will normally be involved, but the DSL will consider safeguarding circumstances before contact is made, as well as which other agencies need to be involved.

Possible indicators and associated factors

The school understands that students who self-harm may well have underlying issues which increase the risk associated with self-harm these include

- Mental Health disorders including depression and eating disorders
- Drug and alcohol abuse
- Recent trauma, e.g. death of a relative or parent's divorce
- Low self-esteem
- Bullying
- Abuse-sexual, physical and emotional
- Sudden changes in behaviour and academic performance
- Neglect
- Significant behavioural change;
- Persistent sleep difficulties;
- Withdrawal or isolation;
- Loss of interest in previously enjoyed activities;
- Physical signs of self-harm or neglect;
- Suicidal thoughts or statements;
- Concerning online activity or exposure to self-harm/suicide content.

Support provided by the school

The school has a number of different strategies in place to be able to support students whilst the mental health services are engaging in specialised work with the students who are struggling with their mental health and well being. These strategies include, but are not limited to

- Support in the reintegration room
- Support from the school counsellors
- Support from the schools Educational Mental Health Practitioner (EMHP)
- Support from the schools Art Therapist
- Support from the Student Coach
- Advice and guidance from the schools mental health lead
- Advice and guidance from one of the schools mental health first aiders
- Advice and signposting from the NHS Educational Mental Health Team based at the school.
- Raising awareness, support and Guidance as a part of Childrens mental health week
- Raising awareness at key dates during the year as a part of the weekly PowerPoint during form period
- Raising awareness and communicating with students through the school parliament

Following a self-harm incident or disclosure, the school may agree an individual support/safety plan covering appropriate school-based support, a trusted adult, agreed communication, lesson/attendance arrangements, external professional involvement and review arrangements. support for close friends and the pupil's peer group will also form a part of this process.

Education and Prevention

The Marlborough Science Academy will provide age-appropriate education to help students understand mental health, emotional wellbeing and the risks associated with self-harm. Where self-harm is addressed directly within the curriculum, it will be treated as a sensitive and specialist area. Teaching will use appropriate, evidence-based resources and will be delivered by suitably prepared staff, with advice or support sought from appropriately qualified mental health professionals where required.

Where suicide prevention is taught directly, the school will ensure that appropriate professional advice has been sought and that staff delivering the content have received suitable evidence-based training. Teaching will not include descriptions or instructions relating to methods of self-harm or suicide, nor use unnecessarily emotive imagery or material that could direct students towards harmful content. Students will also be taught about the risks of online content which promotes or encourages self-harm or suicide, how to report harmful content, and where and how to seek help for themselves or others.

References and Guidance

Keeping Children Safe in Education 2026

NICE NG225: Self-harm — assessment, management and preventing recurrence

Relationships Education, RSE and Health Education statutory guidance 2026

DfE Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges

Hertfordshire current mental-health and safeguarding pathways

School Child Protection and Safeguarding Policy

Implementation and Recording:
The policy is available for all staff to read and use.
Concerns/disclosures are recorded promptly on the school's safeguarding system (MyConcern) in accordance with the Child Protection Policy, including actions taken, decisions regarding parent/carer contact, referrals and agreed follow-up.

Relationship to other policies
Health and Safety Policy, Drug Education Policy, Anti Bullying Policy, Behaviour Management Policy, Child Protection and Safeguarding Policy, Special Education Needs Policy.

Monitoring, Evaluation and Review

The Senior Mental Health Lead/DSL will periodically review **anonymised trends** such as:

- frequency/repetition of concerns;
- timeliness of safeguarding response;
- referrals and access to support;
- whether individual support plans are reviewed;
- attendance/engagement following incidents;
- staff training and confidence;
- pupil/parent feedback where appropriate;
- effectiveness of prevention and curriculum provision.

as well as new advice given to schools through our Local Pastoral Hub attended by Schools Mental health Lead from CAMHS and other supply agencies and professionals.