

## **A whole school approach to self harm awareness and training A Knowledge and Skills Framework**

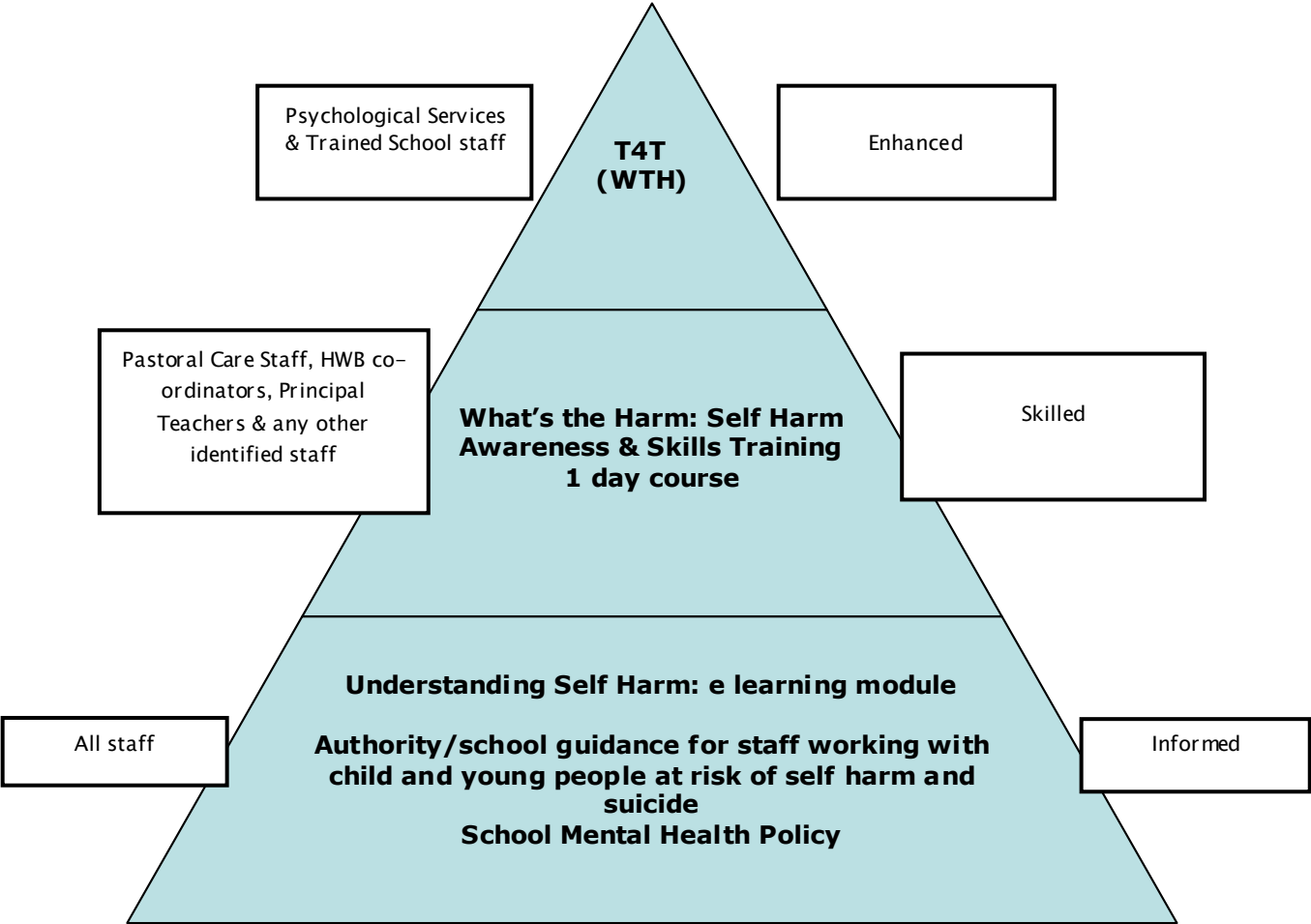
The Knowledge and Skills Framework: a whole school approach to self harm awareness and training has been structured to reflect national training frameworks such as the NHS Education for Scotland Perinatal Mental Health Curricular and Transforming Psychological Trauma Knowledge Frameworks. It has been developed to support Education Authorities and schools to consider how they may implement a whole school approach to self harm awareness and training. This document refers to self harm when used as a coping strategy, a response to distress where the individual has no intention to take their own life. Schools should implement their appropriate safe guarding protocols if they feel a child or young person is in distress or immediate danger.

Self harm among young people is a growing public concern. Self harm is complex, it can be difficult to understand both for the children and young people involved and for those around them who want to provide support. Stigma, discrimination and fear of being judged can stop children and young people (CYP) from disclosing their self harm, making it difficult to keep records and have an accurate idea of scale. It is almost impossible to say how many young people are using self harm as a coping strategy, although it has been suggested that 1 in 6 young people have engaged in non-suicidal self harm<sup>1</sup>. The majority of those who self harm do not go on to take their own life but a minority do and a small proportion of people who deliberately self harm themselves are at increased risk of subsequently completing suicide.

School staff do not have to be experts, however by encouraging everyone to have a baseline understanding of self harm it can help eliminate stigma and discrimination, develop understanding of why it happens, how it happens and ensure that children and young people get the help and support appropriate to their needs. Rather than take a blanket approach and train all staff in the NHS Greater Glasgow and Clyde endorsed "What's the Harm(WTH): Self Harm Awareness and Skills Training 1 day course, the framework aims to encourage schools to take a staged and planned approach to help equip staff with the self harm knowledge and skills appropriate to their role. This is to help target resources appropriately and make best use of staff time.

The completed framework included gives an outline of what a whole school approach to self harm awareness and training could look like in action, however content and resource allocation will vary for each Local Authority (LA) and the needs and staffing complement of each school. A whole school approach to self harm awareness and skills training involves all parts of the school working together and being committed. It needs partnership working between the senior management, teachers and all school staff, as well as parents, caregiver's and the wider community.

Knowledge and Skills Framework  
A whole school approach to self harm awareness and training



| The Framework in Action: Exemplar   |  |  |  |   |  |
|---|--|--|--|---|--|
| Level   | Staff Group  | Expectation  | Rationale  | Outcome   | Additional Good Practice   |
| <p><b>Informed</b></p> <p>Baseline knowledge and skills required by all staff working in schools</p>                | <p>Primary and Secondary</p> <p>All school staff including support, catering and facilities staff</p>  | <p>All staff in contact with children and young people should complete at least biennial update training in self harm: Understanding Self harm e learning module: access <a href="#">here</a></p> <p>All education staff should familiarise themselves with their school/authority guidance on supporting CYP at risk of self harm</p> | <p>A universal approach creates a culture where everyone has a basic awareness of self harm which helps eliminate stigma and discrimination, develop a more understanding school community and encourages CYP to seek support and help appropriate to their needs</p>        | <p>All staff have a basic awareness and understanding of self harm</p> <p>All staff know how to respond and what action to take if a child or young person discloses they are self harming</p>              | <p>All staff participate in a One Good Adult awareness session. This can be delivered in house by pastoral care staff/senior management/HWB co-ordinator. The session can be accessed <a href="#">here</a></p> <p>All schools deliver One Good Adult activity to CYP. Access <a href="#">here</a></p> <p>Staff are aware as to the links between other areas of a school improvement plan (e.g. Nurture, Mental Health Policy) and the impact this can have on supporting pupils</p> |
| <p><b>Skilled</b></p> <p>Knowledge and skills required by staff who have direct and/or substantial contact with</p> | <p><b>Secondary:</b> Pastoral Care Staff, Health and wellbeing (HWB) co-ordinators</p> <p><b>Primary:</b> Principle Teachers and HWB co-ordinators</p> | <p>Identified staff should complete the one day “What’s the Ham” Self Harm Awareness and Skills training course, they should also have completed the e learning module before progressing to this training</p>   | <p>Health and wellbeing is the responsibility of all, however targeting training at staff dealing with the pastoral care needs of CYP or who have a lead role in HWB or other roles provides them with a wider understanding of self harm when used as a coping strategy</p> | <p>All identified staff are trained in WTH and can provide support, understanding to CYP and act as key point of contact to support staff who are dealing with CYP using self harm as a coping strategy</p> | <p>All schools deliver curriculum resource pack On Edge: Learning About Self Harm as part of HWB curriculum to raise awareness of self harm. Resource can be accessed <a href="#">here</a> (Suitable for upper primary and</p>   |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| CYP in schools  | Schools may opt to identify other staff to undertake the training who can play a key role in supporting implementation of the framework |  |   |  | secondary)<br><br>On Edge resource used in conjunction with other mental health and wellbeing resources. Examples of these can be accessed <a href="#">here</a><br><br>Schools have 1-2 members of staff trained in WTH   |
| <b>Enhanced</b><br><br>Knowledge and skills required by staff who have direct contact with staff working with CYP | Psychological Services<br><br>Education staff who are trainers in WTH   | Deliver What's the Ham: Self Harm Awareness and Skills training course to all staff identified in the skilled level<br><br>Deliver WTH training for trainer (T4T) courses to staff identified across schools | Through training and collaborative working educational psychological services can help staff have a wider understanding of the self harm behaviours of children and young people. | In Secondary establishments, across the Local Authority, all Pastoral Care Staff, HWB co-ordinators and/or staff identified by school are trained in WTH.<br><br>In Primary establishments across the LA, all Principle Teachers, HWB co-ordinators and/or staff identified by school are trained in WTH.<br><br>Psychological services in partnership with education staff trainers run a rolling WTH training programme to include new staff and ensure schools maintain their quota of staff trained in WTH.<br><br>Education staff trained<br><br>Database of staff trained in WTH | WTH participants attend yearly forums facilitated by Psychological Services (1.5 hours) to share practice, challenges, opportunity to update on developments and policy<br><br>Biennial review and update of self harm school/authority guidance<br><br>Share training data with NHSGGC Mental Health Improvement Team to support wider training data |

1. Conner et al (2018) Suicide attempts and non-suicidal self-harm: national prevalence study of young adults. British Journal of Psychiatry.