

Section 2 of the Dales School Child Protection Policy: Child Protection appendices

- 2.1 Self Harm Policy**
- 2.2 Suicide Ideation Policy**
- 2.3 Collecting children from School Policy**
- 2.4 Low Level Concerns Policy**

2.1 The Dales School Self-Harm Policy

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 may be a nominated governor who has responsibility for safeguarding who will have an oversight for provision for pupils who self-harm.

The Headteacher

5.2 The Headteacher has 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 the same as for all other causes for concern, and staff will follow the reporting procedure to ensure that this information is reported and shared with the 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 below, 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: September 2022, by: Ann-Marie Ellis and approved by FGB Oct 22

2.2 The Dales School Suicide Ideation Policy

1. Statement of purpose

- a. The Dales School is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide.
- b. Our school want to ensure that pupils and staff are as suicide-safe as possible and that our governors, parents and carers, teaching staff, support staff, pupils and other key stakeholders are aware of our commitment to be a Suicide-Safer school.

2. Our beliefs about suicide and contributory factors. The Dales School acknowledges that:

- a. **Suicidal thoughts are common:** We acknowledge that thoughts of suicide are common, especially among young people.
- b. **Suicide is complex:** We believe that every suicide is a tragedy. There are a number of contributory factors surrounding a suicide and the reasons are often complex and individual to that person. However, we believe that there are lessons that may be learned from each death that may help prevent future deaths.
- c. **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. The Dales School is dedicated to tackling suicide stigma. We will promote open, sensitive talk in our language and in our working relationships that does not stigmatise and perpetuate taboos.
- d. **Suicide prevention is everyone's business:** We recognise that pupils and staff may seek out someone who they trust with their concerns and worries. We will endeavour to facilitate the reporting of any risks or concerns.
- e. **Safety is very important:** We will seek to support our pupils and staff, working in partnership with family, caregivers, external agencies and other professionals as appropriate to enhance suicide-safety and reduce the risk of suicide in pupils and staff.
- f. **Suicide is a difficult thing to talk about:** We know that a pupil who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will provide trained adults who are able to identify when a pupil may be struggling with thoughts of suicide.
- g. **Talking about suicide does not create or increase risk:** We recognise that talking to someone about suicide does not put them at additional risk. One of the only ways to really know if a person is contemplating suicide it to ask. We recognise that asking someone if they are feeling suicidal may seem difficult but it is important to ensure that you can take the right actions to reduce the risk of suicide.
- h. **Those with personal experience have a unique role to play in the development and refinement of this Suicide-Safer Policy:** We will endeavour to involve anyone from our community who has personal experience of suicide, either having struggled themselves or supported someone with thoughts of suicide.

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

- a. The Dales School has a named individual who is responsible for the design, implementation and maintenance of this policy.
- b. The Dales School has staff trained that understand this policy and are trained in Suicide Intervention. We will ensure that all staff have undertaken Suicide Intervention Training (<https://talksuicide.co.uk/>) and where appropriate to the role additional training is undertaken. The Designated Safeguarding Lead will be the point of escalation for any concerns about a pupil or young person. We will keep confidential records of pupils at risk of suicide to ensure some continuity of care within the intervention model.
- c. We will endeavour to ensure that 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 pupil or member of staff.
- d. We will ensure that all pupils are suicide aware. This means that we will ensure that as part of the planned Personal, Social, Health Education (PSHE) curriculum there is age-appropriate learning which equips our pupils to know how to spot signs, what to do and how to escalate any concerns to a member of school staff.
- e. We will be clear about how we enhance the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances.
- f. We recognise that the need to protect someone's life must be balanced against the need to protect their confidentiality. We therefore routinely ask all pupils over 18 and members of staff for permission to share any serious concerns for their welfare with an emergency contact of their choice. Should any pupil or member of staff who is known to have suffered from suicidal thoughts and is presently believed to be at risk, leave The Dales School unexpectedly for whatever reason, we will endeavour to inform their emergency contacts of their vulnerable state and the police as appropriate.
- g. We recognise that anyone may experience periods of poor mental health while attending our school. We will endeavour to put in place mechanisms which allow staff that have regular interaction and be able to flag or review any concerns about individuals including suspected suicidal thoughts. This flagging will be electronic and immediate via the Cause for Concern process on 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 and not limited to meeting them face to face.
- h. 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 The Dales School will cooperate in any multi-agency activity.
- i. If a child moves schools and there are concerns that they may be at risk of self-harm or suicide, The Dales 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.
- j. When we identify a pupil 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 help ensure a sensitive and safe and sensitive postvention provision

- a. The Dales 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, family liaison and any communications with external agencies, including the media.
- b. The Dales 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.
- c. We will record and monitor deaths by suicide and the impact on the community. This will include on-going monitoring of pupil deaths including suicides, suspected suicides and, if possible, self-harm. Monitoring of self-harm might be done through the collection of information from pupil support services and pupil health services.

5. We will also:

- Record and monitor the uptake of bereavement support services by pupils after a suicide
- Survey pupils regarding how supported they feel
- Assess the impact of interventions on staff
- Review lessons learned and any suggested changes to procedures and provision of well-being services
- Monitor multiple events, such as two suicides in a relatively short period of time (e.g. one term) which may or may not be connected and could indicate a possible suicide cluster, including investigating possible connections between individuals, their circumstances and their suicidal behaviour.

6. Ongoing support and development of our policy and practice

- a. Our Leadership Team will ensure that ongoing reviews take place that processes are updated in line with best practice and that on-going training is undertaken when necessary.
- b. Where possible we will include or consult with members of our community who have personal experience of suicidal ideation, either their own or as a concerned other, in the design, development and continuous refinement of this policy.

Policy reviewed on: September 2022, by: Ann-Marie Ellis and approved by FGB Oct 22

2.3: The Dales School Policy for collecting children from School

Purpose

To ensure the safeguarding of all children, it is essential that the school has a procedure in place for the safe collection of all children at the end of a school day, and guidance for parents/carers in the event of them being late/unable to collect their child.

Aims

- To keep children safe.
- To ensure that all members of the school community are aware of the correct procedures for the end of the school day.
- To highlight the importance of maintaining clear lines of communication and up-to-date contact details.

Policy

- The school expects children to be collected at the end of the school day, which is 3pm.
- A large proportion of pupils are collected by transport funded and arranged by the LA; anyone using the school car park to collect pupils will need to follow the school's traffic management plan (available on the school website)
- Pupils are handed over to the parents, carers or escorts; where a member of staff is unfamiliar with the person collecting the child, identification and/or clarification will be sought by a phone call to parents.

Guidance for parents/carers in the event of a parent/carer not arriving to collect their child at the end of the school day

If your child / young person does not access school transport services, it is your responsibility to ensure that your child is collected at the end of the school day.

Please ensure that the school has up-to-date telephone numbers to contact you in an emergency.

- If you are unexpectedly delayed and are unable to collect or will be late collecting your child from school, please contact the school immediately.
- If you arrange for another adult to collect your child, you must let the school know the details of that person. They will be required to provide identification and a pre-arranged code word.

If a parent/carer does not arrive to collect their child at the end of the school day and the school has not been made aware of alternative arrangements, school will take the following steps:

- A member of staff will check with the office whether the parent/carer has telephoned and left instructions or an estimated time of arrival.
- If no contact has been made by the parent/carer, the office staff will attempt to contact the parent/carer and the emergency contact by telephone.
- School will continue to try and contact the parent/carer and the emergency contact/s. This may include an allocated social worker.
- If contact cannot be made with the parent/carer or the emergency contact/s by 3.30p.m., for any child / young person known to social care, school will contact the Customer Service Centre (Children's Social Care).
- In an emergency, school will contact the police.

We will not allow your child to be taken home by another adult unless this has previously been arranged by the parent/carer and s/he has given permission.

Policy reviewed Jan 22, by: Ann-Marie Ellis and approved by FGB Feb 23

Safeguarding Appendix: Low Level Concerns Policy

This appendix to the Safeguarding Policy focuses on concerns that do not meet the harm threshold in part 4 of Keeping Children Safe in Education. This applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in the Safeguarding Policy.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with concerns in a timely manner to safeguard the welfare of children.

Definition of Low Level Concerns

The term 'low level' concern refers to any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and;
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing low level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share and report low level concerns so that they can be addressed appropriately. We will create and sustain this culture by:

- Ensuring that staff are clear in their understanding about what constitutes appropriate behaviour, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Maintaining clear policies and procedures
- Empowering staff to share any low level concerns in line with school reporting procedures (Cause for Concern reporting)
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to address it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system.

Reporting low level concerns

- Low level concerns about a member of staff should be reported to the headteacher as per the school's Cause for Concern reporting procedure
- If the concern is about the Headteacher this should be reported to the Chair of Governors

- Low level concerns about supply staff, contractors and local authority visiting staff will also be reported to their employers / line managers as per the school's / employer's / NYCC reporting protocols.

Responding to low level concerns

The Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, where possible
- To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff Code of Conduct.

- Allegations that meet the harm threshold will be referred to the LADO for advice
- Low level concerns for which the Headteacher feels further guidance is needed will be referred to the LADO for advice
- Low level concerns that the Headteacher feels can be dealt with internally will be dealt with via the school's usual child protection investigation process.
- The Headteacher will engage with its HR provider where it is necessary to undertake further investigation and/or deal with the concern under relevant processes

Record keeping and reviewing

All low level concerns will be recorded and reviewed in line with the schools Cause for Concern reporting and reviewing procedures.

Policy reviewed Jan 22, by: Ann-Marie Ellis and approved by FGB Feb 23