



C.A.T. SAFEGUARDING POLICY	
Adopted by C.A.T.	25th March 2015
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Reviewed:	Annually or as appropriate
Date of next review:	March 2017
Responsible Officer:	Primary Executive Leader – C. Jukes

INTRODUCTION

The Cam Academy Trust fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at academies within the Trust have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre (Designated Person for Child Protection to refer).

This policy sets out how the Trustees discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Our policy applies to all staff, paid and unpaid, working in the academies, including governors. Support staff, teaching assistants and mid-day supervisors as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 Each academy will therefore:

1.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to.

1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

1.2.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about whom to turn to for help;



- 1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

2.0 PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board “Core Inter-Agency Procedures”. A copy of these procedures can be found on the LSCB website www.cambslscb.org.uk

- 2.2 **The Designated Senior Member of Staff for Child Protection is named by each academy.**

- 2.3 **The following members of staff have also received the Designated Person training: (each academy to name relevant staff)**

- 2.4 **The nominated governor for Safeguarding and Child Protection is (each academy to name governor).**

Each academy within the Trust will:

- 2.4.1 ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, the 2 day child protection training course run by The Education Child Protection Service
- 2.4.2 ensure that this training is updated every two years in accordance with government guidance;
- 2.4.3 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need;
- 2.4.4 ensure every member of staff, paid and unpaid, and the governing body, knows who the designated members of staff are and the procedures for passing on concerns from the point of induction: A paper
- 2.4.5 copy of the ‘Logging Concerns about a Child’ sheet (kept in Reception) should be completed and passed in confidence to the Designated Senior Member of Staff. Verbal communication should also be made in an urgent case. In her absence, advice should be sought from another member of the Comberton Child Protection team. Child Protection concerns should not be sent by email.
- 2.4.6 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Designated Persons have access to both the Advice Line run by the Education Child Protection Service and Social Care for ‘what if’ conversations. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- 2.4.6 ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
 - that they have a responsibility to provide a safe environment in which children can learn



- where to find the Core Inter – Agency Procedures on the LSCB website

2.4.7 provide Child Protection training for **all** staff from the point of their induction which is updated every three years at a minimum, so that they are confident about:

- the school's legislative responsibility
- their personal responsibility
- the school's policies and procedures
- the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and female genital mutilation
- the need to record concerns
- how to support and respond to a child who tells of abuse

2.4.8 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

2.4.9 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus.

2.4.10 Provide for parents, if requested, a copy of the school's Safeguarding and Child Protection Policy.

2.5 **Liaison with Other Agencies**

Each Academy will:

2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils.

2.5.2 co-operate as required, in line with Working Together to Safeguard Children, 2013, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.5.3 notify the local Social Care team immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

2.6 **Record Keeping**

Each Academy will:

2.6.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;

2.6.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location;

2.6.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance.

2.7 **Confidentiality and information sharing**



The school will:

- 2.7.1 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care Team as required.
- 2.7.2 ensure that the Headteacher or Designated Person will only disclose any information about a pupil to other members of staff on a 'need to know' basis.
- 2.7.3 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.7.4 ensure staff are clear with children that they cannot promise to keep secrets.

2.8 **Communication with Parents/Carers**

Each Academy will:

- 2.8.1 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. *(Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Children Board)*
- 2.8.2 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website

3.0 **SUPPORTING VULNERABLE CHILDREN**

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn. We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

3.4 **The school will support the pupil through:**

- 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation
- 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.4.3 The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- 3.4.4 Liaison with other agencies which support the pupil such as Social Care, CASUS, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Locality Teams.
- 3.4.5 A commitment to develop productive and supportive relationships with parents/carers;



- 3.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers;
- 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board "Core Inter - Agency Procedures".
- 3.4.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed.

3.5 **Drug Use and Child Protection (see individual school's Drug Policy)**

- 3.5.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- where the misuse is suspected of being linked to parent/carer drug misuse.

3.6 **Children of Drug Using Parents/carers**

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 3.6.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.6.3 This is particularly important if the following factors are present:
 - Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
 - Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - Disturbed moods as a result of withdrawal symptoms or dependency
 - Unsafe storage of drugs and/or alcohol or injecting equipment
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

3.7 **Domestic Abuse**

- 3.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.



3.7.2 Head Teachers are notified of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools. *(found on the Education portal)*

3.8 **Children Who Self-harm (See Appendix A)**

Research shows that up to one in ten young people in the UK have harmed themselves and that most people do this between the ages of 11 and 25. Therefore it is particularly important for us to be mindful of this.

3.8.1 When we have reason to believe that a young person is harming themselves we will speak to the young person and offer support and information.

3.8.2 Parents will usually be contacted – this will be done in conjunction with the information sharing policy

3.8.3 Incidents of self-harm will always be recorded in the young person's CP file

4.0 **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The Trust will operate safer recruitment practices including ensuring appropriate checks with the Disclosure and Barring Service and reference checks are undertaken according to the government document 'Safeguarding Children and Safer Recruitment in Education' (2007).

Safer Recruitment Training has been completed by various appropriate members of staff but please contact individual academy's HR Managers for details.

4.1 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Chapter 5 of Safeguarding Children and Safer Recruitment.

4.2 The school will consult with the Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Safeguarding Children and Safer Recruitment in Education.

4.3 The Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

4.5 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.6 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, Guidance for



Safer Working Practice for Adults who work with Children and Young People in Education Settings (March 2009, DCSF) which can be found in the Safeguarding section on Moodle.

- 4.7 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 4.8 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

5.0 **OTHER RELATED POLICIES**

5.1 **Physical Intervention**

All possible means of de-escalation and distraction should be used to avoid the need to use physical intervention with pupils, and in normal circumstances, this should only be done by those members of staff who have received appropriate Positive Handling training. In emergency situations, staff must be aware of the DfE guidance:*

“All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.”

* DCSF, now DfE Guidance, The Use of Force to Control or Restrain Pupils 2010 is available from www.education.gov.uk

5.2 **Anti-Bullying**

Each school's policy on anti-bullying is set out in a separate document and is reviewed every two years by the governing body. We expect staff to acknowledge that to allow or condone bullying, in the real or virtual world constitutes a lack of duty of care which may lead to consideration under child protection procedures.

5.3 **Racist Incidents**

Each school's policy on racist incidents is set out in a separate document and is every two years by the governing body. The school records racist incidents online on the RAID website as part of LA monitoring. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

5.4 **Health and Safety**

Each school's Health and Safety policy, set out in a separate document, is reviewed every two years by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

5.5 **E-Safety and Acceptable Use**



Each school's policies on e-safety and acceptable use, set out in a separate document, are reviewed every two years by the governing body. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk. Sean Sumner, Cambourne Deputy Head of School, is an accredited CEOP Ambassador (i.e. is qualified to teach teachers about eSafety) and an EPICT trainer for eSafety.

5.6 Intimate Care Policy

Any child requiring intimate care will have an intimate care plan in place which is reviewed regularly.

5.7 Children with Special Educational Needs

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. Each school has pupils with emotional and behavioural difficulties and/or challenging behaviours. Each school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

Each school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate.

6.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

6.1 The governing body of each academy fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.
It will:

- consider nominating a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues;
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service.
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff.

6.2 Extended Schools and Before and After School Activities*

6.2.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.



- 6.2.2 Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.



Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



Appendix B

Useful Contacts

Education Child Protection Service Advice Line Tel: 01223 703800

Cambridgeshire Direct Contact Centre (Social Care) Tel: 0345 045 5203

Emergency Duty Team (Out of hours) Tel: 01733 234724

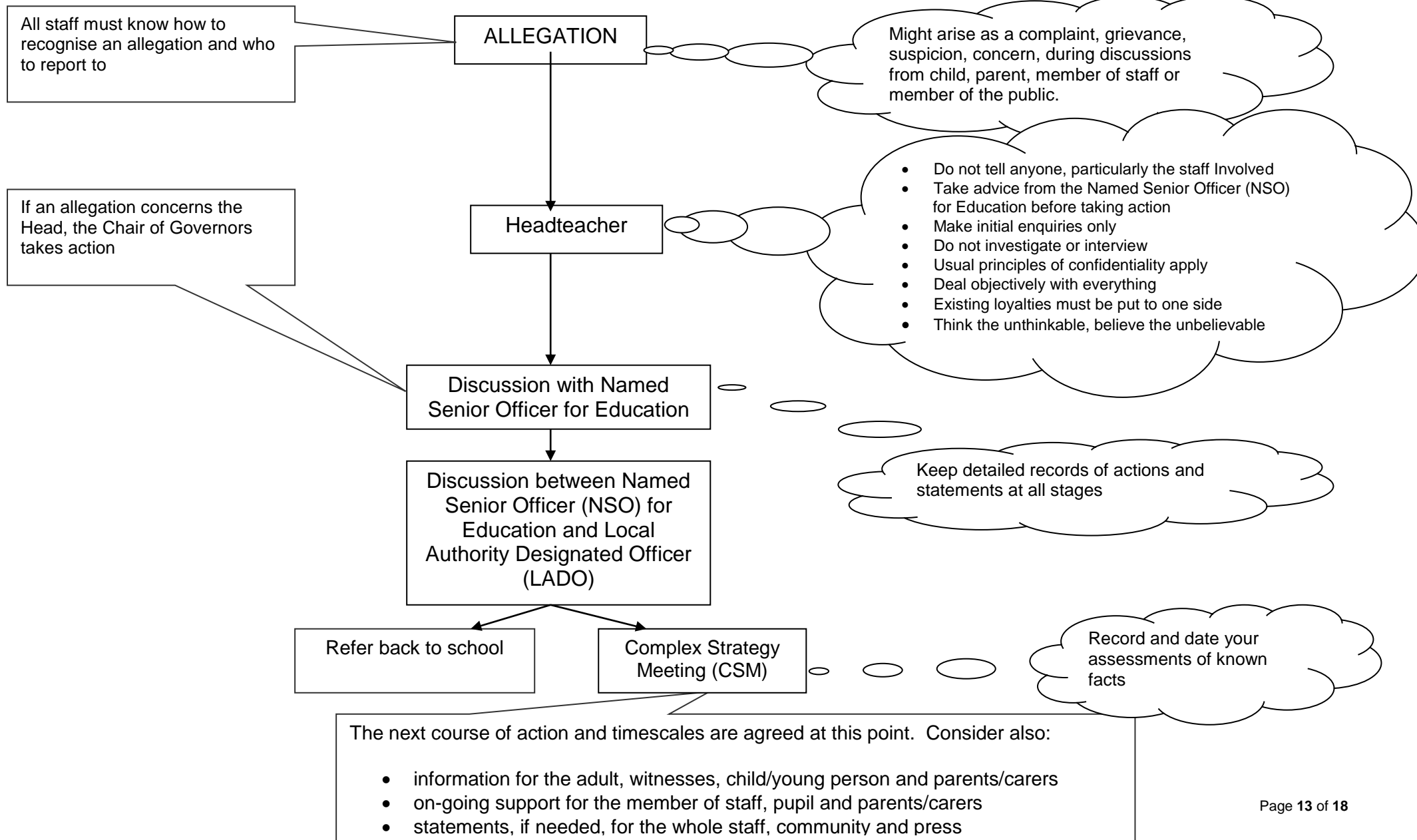
Police Central Referral Unit Tel: 01480 847743

Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures
www.cambslscb.org.uk

This policy has been adopted and approved by The Cam Academy Trust Board and is to be used by all members of the Trust

Managing an Allegation Against a Member of Staff in your Establishment

Appendix C



Guidelines for working with Students who Self-Harm

1. Introduction

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. Young people who self-harm are not always considered to have a mental illness and self-harm is more usually related to behavioural conditions. CVC staff can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

Incidents of self-harm must always be recorded in a young person's CP file.

2. Scope

This document is intended as guidance for all staff including non-teaching staff and governors. This policy is also available to all members of the wider community, young people and parents.

3. Training

All staff should be offered training relating to managing self-harming behaviour alongside their regular three- yearly CP training.

The library has up-to-date relevant and local information about self-harm. This is always accessible to young people.

Young people who are brought to the attention of staff for self-harming behaviour should be offered information about self-harm and contact numbers for appropriate support settings.

4. Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

5. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair/eyelash-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

It can also include behaviours such as:

- Controlling eating patterns - anorexia, bulimia, over eating
- Indulging in risky behaviour e.g. car dodging
- Indulge in risky sexual behaviour
- Piercing/tattooing
- Destructive use of drugs or alcohol

6. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse
- Unreasonable expectations placed on them from family members
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family
- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

There are a number of factors that may trigger a self- harm incident

- Family income related poverty
- Family relationships



- Peer relationships
- Bullying
- Abuse
- Bereavement
- Reporting/portrayal of self - harm in the media
- Anniversaries
- Exam pressure
- Trouble with the police
- Other student in college community self- harming

7. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated members of staff for safeguarding children:

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing or appearance

8. Why do people self-harm?

Self-harm can help young people to feel more in control and can reduce uncomfortable feelings of tension and distress. If they feel guilty, it can be a way of punishing themselves and relieving their guilt. Some young people feel better immediately afterwards and then feel guilty about what they have done. Some young people self-harm in order to gain attention and it becomes the only way they can attract attention from others. Young people can also get trapped in a spiral of self-harming that becomes difficult to break. Many professionals believe that self-harming can be 'contagious' and it is important that as a school we are able to talk about self-harm and manage it appropriately

Young people say they self- harm to:

- Relieve tension
- Feel alive inside
- Gain control
- Numb themselves
- Comfort themselves
- Vent anger
- Relieve emotional distress or overwhelming feelings
- Stop bad thoughts
- Feel the warm blood
- See 'red'
- Punish themselves
- Attract attention
- To replace emotional pain with physical pain
- To prevent them from killing themselves/help deal with suicidal thoughts

What keeps self- harm going?

Once self- harm (particularly cutting) is established it may be difficult to stop. Self- harm can form a number of functions for the student and can become a way of coping.

When a person inflicts pain upon himself/herself the body responds by producing endorphins, a natural pain reliever that gives temporary relief or a feeling of peace. The addictive nature of this feeling can make self- harm difficult to stop.

Young people that self- harm still feel pain, but some say the physical pain is easier to stand than the emotional/mental pain that led to the self- harm initially.

Examples of functions include

- Reduction in tension (safety valve)
- Distraction from problems
- Form of escape
- Outlet for anger and rage
- Way of punishing self
- Perceived way of taking control
- To not feel numb
- To relieve emotional pain through physical pain
- Care-eliciting behaviour
- A means of getting identity with a peer group
- Non-verbal communication
- Means of getting attention/noticed by other peers/professionals
- It can also have suicidal intent

9. Staff Roles in working with students who self-harm

Students may choose to confide in a member of college staff if they are concerned about their own welfare, or that of a peer. College staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of college staff is showing a considerable amount of courage and trust. The first response which a young person receives is hugely important.

Students need to be made aware that it is not possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

If a young person tells you that they have recently taken an overdose you should dial 999.

The DP together with the young person and the adult who received the disclosure will make a decision as to whether the young person's parents will be informed. Parents are nearly always informed.

Decisions about whether or not to share with parents will be made relating to the Information Sharing Policy, the Safeguarding Policy, the perceived 'Competency' of the young person and an assessment as to the young person's reasons for self-harming. We will always encourage the young person to share with the parents/carers but recognise that in rare occasions this will not be in the interests of the young person.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated staff for safeguarding children.

Following the report an appropriate course of action will be taken. This may include:

- Checking for sharps
- Requiring recent injuries to be covered
- Contacting parents/carers
- Arranging professional assistance e.g. doctor, nurse
- Removing the student from lessons if their remaining in class is likely to cause distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student is found to have self-harmed in school a first aider should be called for immediate help
- If a student has placed material concerning their own self-harm on any web-site and this is brought to the attention of a member of staff parent/carer should be informed
- Arranging for a CAF to be completed to determine further support

10. Further Considerations

Friends of students who self-harm

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner. The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

Issues regarding contagion

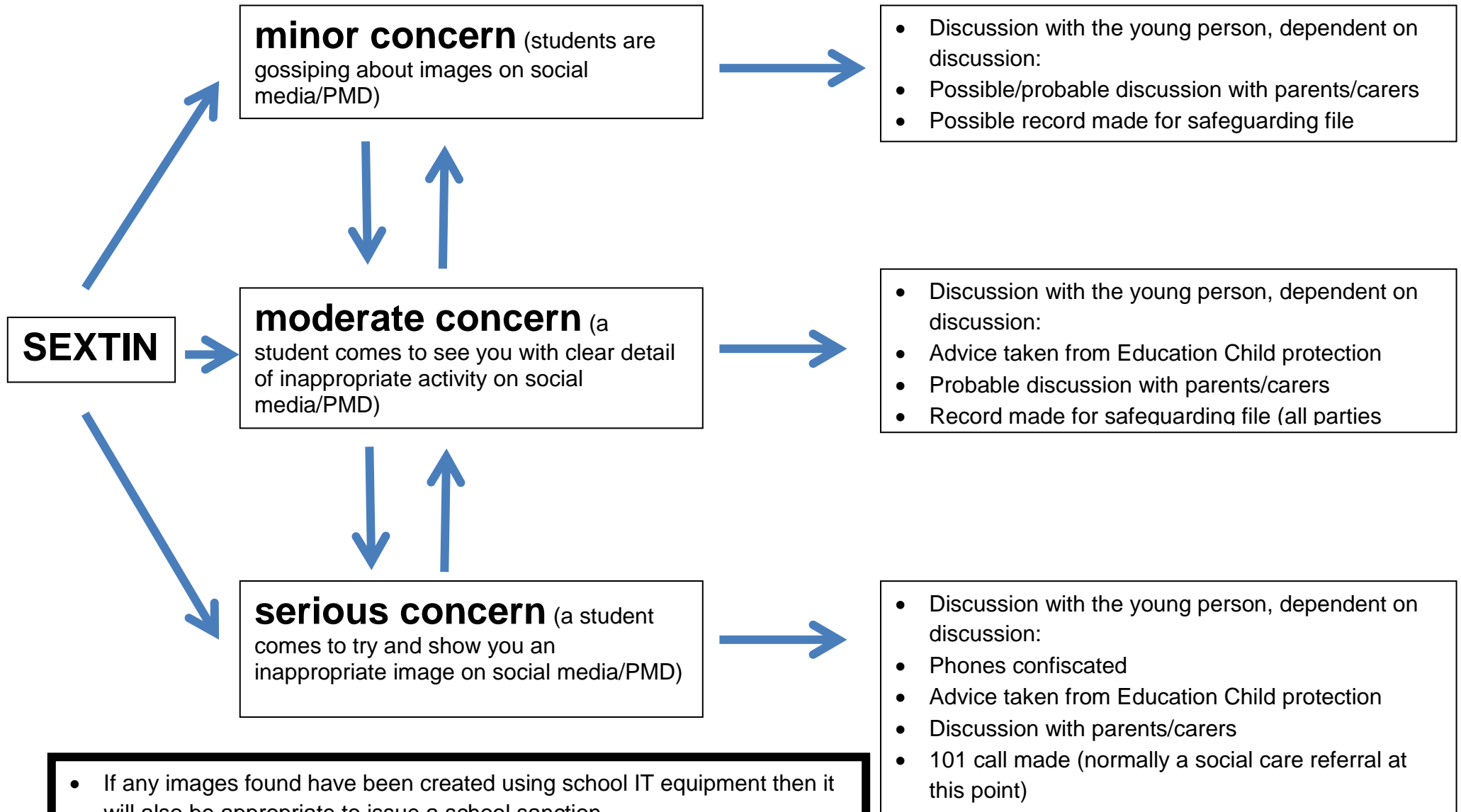
When a young person is self-harming, it is important to be vigilant in case close contacts of the individual are also self-harming. Occasionally, schools discover that a number of students in the same peer group are harming themselves. Self-harm can become an acceptable way of dealing with stress within a peer group and may increase peer identity. This can cause considerable anxiety, both in school staff and in other young people. Each individual may have different reasons for self-harming and should be given the opportunity for one-to-one support. In general, it is not advisable to offer regular group support for young people who self-harm. Young people may also seek support through the internet where the advice they are offered may be counter-productive

This policy has been adopted and approved by The Cam Academy Trust Board and is to be used by all members of the



When you have concerns please feel free to discuss any issues to do with sexting/social media with a member of the Safeguarding/Child Protection

This policy has been adopted and approved



- If any images found have been created using school IT equipment then it will also be appropriate to issue a school sanction
- Ask a young person for a description of an image rather than asking to view an image. Staff must try not to view images which contain naked