

To support the emotional resilience and reduce self-harm in teenagers

June 2019

Background

- Increase in emotional and self-harm referrals on school safeguarding system
- Increase in girls reporting as self-harmers
- CAMHs reporting that there is a higher than normal number of referrals being sent to them from the locality
- Staff reporting that girls are becoming more anxious and less resilient
- Staff feel unable to deal with student's emotional health

Success Criteria

- Girls feeling happier in themselves
- Less numbers of self-harm reported
- Students to know different strategies to cope with emotional difficulties rather than to self-harm or certainly where to find support
- Fewer staff recording concerns about students emotional well being
- More specialist support from CAMHs and other agencies to support students at school rather than adding to waiting lists outside of school
- Staff and parents have more training and support

Actions

- Utilised Kotter model of management to plan strategy
- Worked with NHS and CAMHs to look at ways in which they could support
- Offered staff more training opportunities
- Increased levels of supervision to support staff to deal with emotional concerns
- Met and discussed plan of actions with parents, staff, governors and public Health managers
- Liaised with students to look at what support they felt they needed

Results so far...

- Pastoral staff have reported that they feel more empowered in dealing with self-harm. They worked together on researching, producing resources for tutors and supporting parents during mental health awareness week.
- Wider links made with support groups Nationally linking in with similar projects
- Better understanding of thresholds and ways in which CAMHs and NHS work in order to support students.

Conclusions

- Parents need more support from specialised groups i.e. CAMHs and NHS as they feel lost
- Students want more peer to peer support especially for 'friends' as they tend to 'bare the brunt' of emotional difficulties for each other. They feel that they have 'nowhere' to turn to currently
- More support is required at an earlier age to support resilience
- Schools need better training for staff on dealing with emotional issues from outside agencies

Future Actions

- More parental support is to be offered
- Drop-in Clinics for students to self-refer during school hours that is monitored by a CAMHs specialist nurse/s with potential to refer on to more specialised support if required
- Further training for all staff not just those on the front line
- Improved communication with specialist services looking at sharing research