

Form 5b: General Risk assessment for student who is self-harming

Management of Health and Safety at work regulations: General Risk Assessment – (rename to local convention used e.g. Form RA2)

Name of establishment:

Ref no RA

Name of person completing the RA:

Date:

If named person not available then please contact:

Student's name:

Using this form: Delete/amend as applicable. Consider the specific self-harm methods and potential problems known to be relevant for the student and eliminate those that are not applicable at the current time. Use toolkit resources, e.g. Safety Plan ⑥ a, ⑫ g, and online self-help ⑩ a, to supplement mitigation for each risk.

Statement: We have previously met and developed a safety action plan with you { *name of student* } and { *names of other parties, parents etc* } and discussed how to support you to manage your risk of self-harm in school. The purpose of this meeting is to discuss the risks to you, to other pupils and staff in the light of your self-harming on the school site and decide what measures can be taken so that these risks can be reduced or eliminated.

Potential problem	Risk	Measures to reduce the risk	N/A	<- Applicable for this student? Specific measure agreed
<p>1. Dangerous implements such as blades being brought into school {and/or other methods of self-harm e.g. medication } pose a risk in the school setting</p>	<p>Serious injury to self, other students or staff at school (Primary children: risk to very young children inadvertently accessing implements, pills etc.) Cleaners/others may inadvertently hurt themselves e.g. if implement hidden in a bin</p>	<p>Student is reminded of School's behaviour policy and zero tolerance to such items being brought into school Student may be asked to present themselves at {insert location } and be asked to show that bag/locker does not contain such items.</p>		
<p>2. Student self-harming on the school site between lessons and at break and lunch time</p>	<p>Serious injury to self and related impact on other students and members of staff. The student becomes increasingly socially isolated and withdrawn; spiral of self-harm increases Financial cost and impact of staff resource to escort student/ supervise student is not sustainable</p>	<p>Student has explained to them the impact of self-harming on school site and is expected to take themselves to {insert location/named individual} if they feel that they may self-harm. Student may be forbidden to enter specific sites/locations Student is expected to use the coping strategies that they have been given and/or contact the health professionals from whom they are receiving treatment Student is expected to share issues with appropriate adults, not peers Student must be open with parents and discuss/agree the actions they will take if they feel at risk in the morning and notify the school - If necessary school will ask parent/carer to collect student from school</p>		

<p>3. Student leaves the classroom during the lesson, possibly in order to self-harm.</p>	<p>Student may 'run away' / abscond in school to carry out the urges to self-harm, without any consideration for their own or others' safety.</p> <p>While unsupervised, the student may self-harm.</p> <p>Staff deployed to seek out student (<i>in pairs</i>) - physical and emotional risk to them</p> <p>Financial cost and impact of staff resource to escort students / supervise student is not sustainable.</p>	<p>Student has explained to them the impact of self-harming on school site and is expected to use a Green Card * to take themselves directly to {insert location} if they feel that they may self-harm *or alternative used in your school</p> <p>Student is expected to use the coping strategies that they have been given and/ or use anonymous support resources and/or contact the health professionals from whom they are receiving treatment (describe how this will work in practice)</p> <p>Student must be open with parents and discuss/agree the actions they will take if they feel at risk in the morning and notify the school - If necessary school will ask-parent/carer to collect student from school</p>		
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<p>4. Student's negative behaviour is being reinforced or encouraged in school e.g. by friendship group, other peers, social media</p>	<p>Student is finding it very difficult to break out of the cycle of self-harming and/or implement safety plan and coping strategies</p>	<p>Identify other students that might require support and/or education about self-harm and how they can support their friend.</p> <p>Enforce social media policy/self-harm policy</p> <p>Incorporate self-harm specific teaching/training for year group</p> <p>School will consider and seek professional advice on best approach for groups of peers</p>		
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<p>5. Student is targeting other vulnerable students to draw them into self-harming</p>	<p>Self-harming culture created: increased numbers of students involved</p> <p>Higher risks to personal and general safety.</p>	<p>School will consider and seek professional advice on best approach for safeguarding other students. (consult self-harm toolkit)</p> <p>Student is expected to share issues with appropriate adults, not peers</p>		
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<p>6. Student unable to engage with education</p>	<p>Student does not achieve full potential.</p> <p>Reduction in social, community and pastoral support</p>	<p>Student expected to engage in all forms of academic and pastoral support within and beyond the school including in-house mentoring programme, CAMHS, Kooth, Outreach Support</p>		
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<p>7. Student may attempt to leave, or leave the school site in order to self-harm</p>	<p>Serious injury to self and exposure to vulnerable situations</p> <p>Self-harming takes place away from school</p>	<p>Student expected to engage in all forms of academic and pastoral support within and beyond the school</p> <p>Parents must be contactable if student is discovered to have left the school site / not arrived at school in the morning.</p>		
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<p>8. Student discloses suicidal thoughts and intent to staff or others in school</p>	<p>Student may attempt to take his/her own life while on the school site Student may leave school and act on suicidal ideation Student may have made specific plans In a medical emergency, i.e. the student is unconscious / having difficulty breathing / have taken an overdose or there is severe bleeding call 999.</p>	<p>Devise/use School Suicide Prevention Plan (ref Papyrus document; assess and mitigate access to higher-risk environments e.g. stairwells, balcony areas, Follow direct questioning and training to determine level of risk (use direct questions about suicidal thoughts) Signpost to support and devise/ follow individual safety plan Parents/carers contacted to advise them of thoughts /intent. Seek urgent medical advice e.g. phone CAMHS, GP or 999.</p>		
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<p>9. {blank for additional}</p>				
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<p>10. School Trips</p>	<p>A student may attempt to self-harm or abscond while on a school visit</p> <p>The student might experience unexpected triggers that increase the urge to self-harm</p> <p>The student has reduced opportunities to implement coping strategies</p>	<p>A safety plan to cover the school trip may be required. Consider assigning a first aid trained designated person to accompany on the visit.</p> <p>The self-harm safety plan should be reviewed to consider the specific circumstances on the trip and appropriate coping strategies considered.</p> <p>Residential visits require a bespoke Risk Assessment completed prior to departure including full agreement from school, GP or other health professional and Parent/carer.</p>		
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Signed:: (Student)

Date:.....

Signed:: (Member of staff)

Date:.....

Signed:: (Parent/ Carer)

Date:.....