



East Renfrewshire Healthier Minds

One Day Self-Harm Training

HEALTHIER MINDS



Welcome

Housekeeping and Safety

- Fire safety
- Toilets
- Physical distancing
- Hand sanitiser and wipes available
- Self-care and safety considerations
- Schedule and breaks
- Learning Formats
- Carpark Questions and Comments



Course Aims



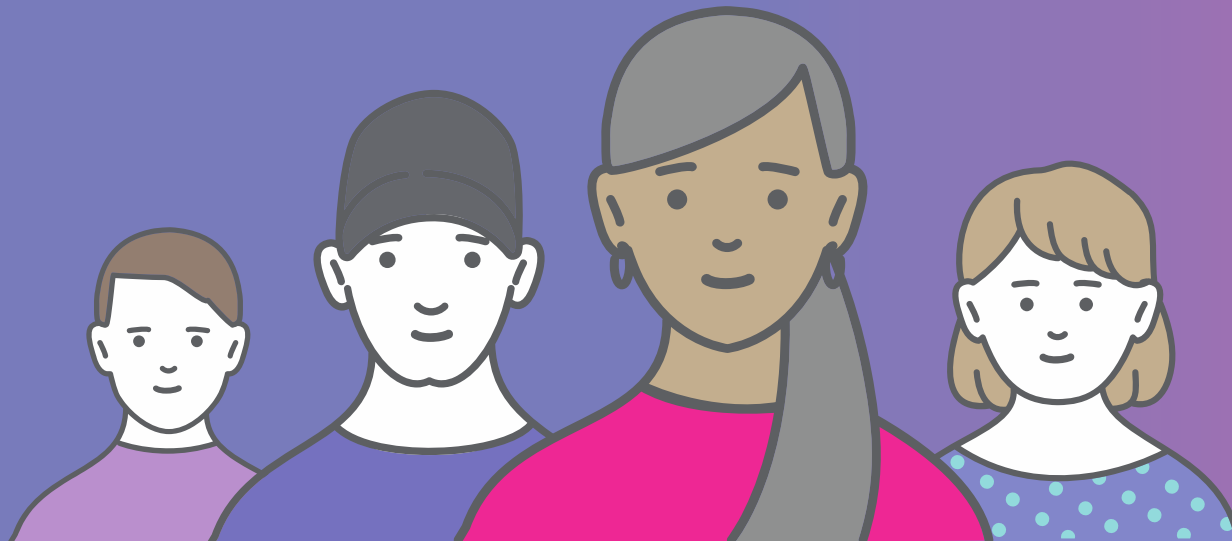
- Understand self-harm
- Have an awareness of some of the reasons why young people self-harm
- Understand the misconceptions of self-harm
- Identify some of the risk and protective factors associated with self-harm
- Consider compassionate and non-judgmental approaches
- Practice skills which help you to confidently respond to, and talk about, self-harm
- Understand the needs of those in a supporting role
- Identify organisational considerations and processes for responding to incidents of self-harm
- Practice self-care

Group Agreement

Confidentiality

Respect

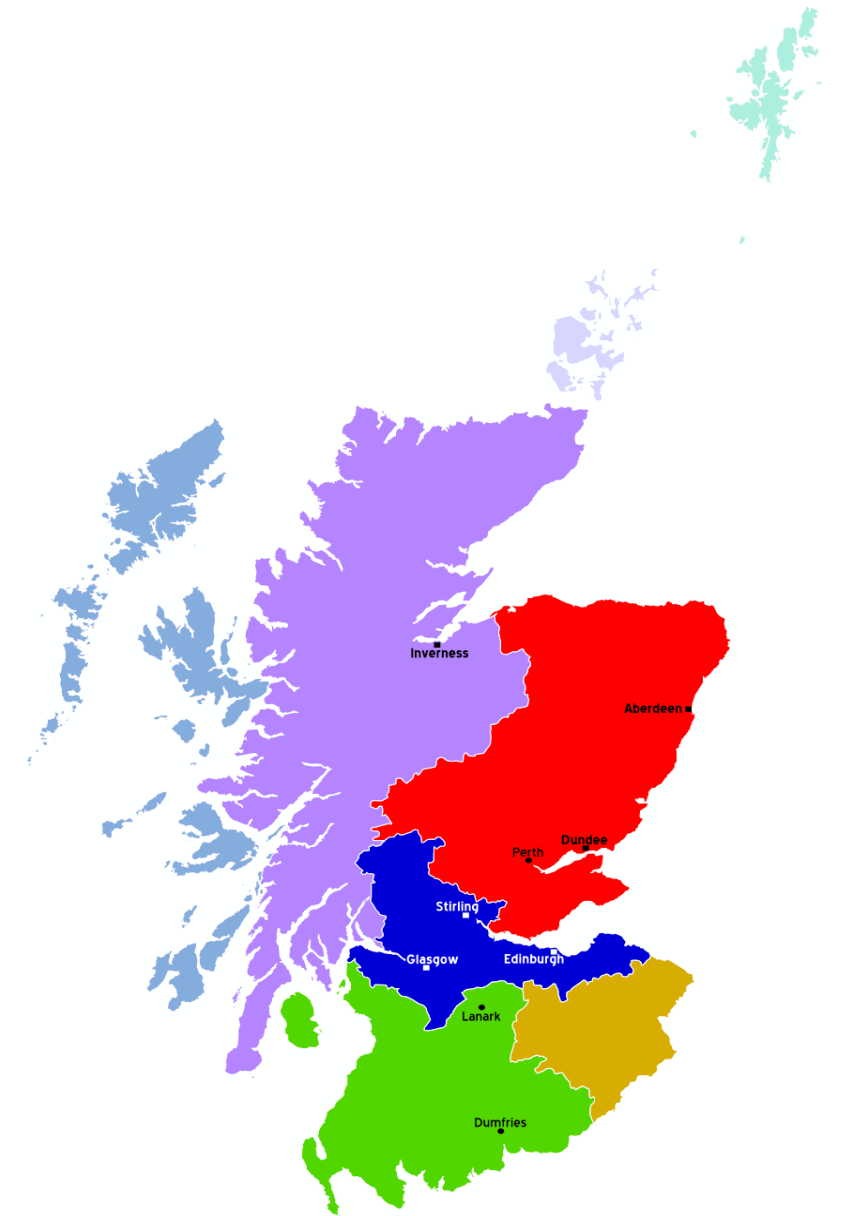
Listen



A World First

Scotland will become the first country in the world to have a dedicated national self-harm strategy

"Definition should not become a barrier to anyone seeking support. **A person-centred, distress-based definition should instead facilitate a 'wide open door'** approach. This would allow anyone seeking support in connection with self-harm to receive an effective and compassionate response, and then be connected to tailored support thereafter. This also recognises that people may self-harm in more than one way and supports a holistic approach with multiple services working in tandem."



Revised Local Multi-Agency Guidance 2022



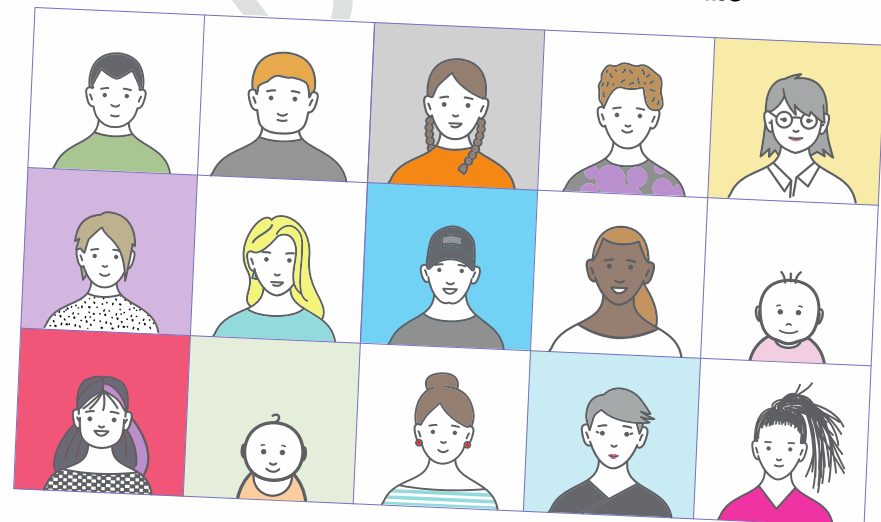
HEALTHIER MINDS 

Getting it Right in East Renfrewshire

**Self-Harm: Supporting Children and Young People
and Responding to incidents of Self-Harm**

Multi-Agency Practitioner Guidance

Working Together to Keep Our Children Safe



www.eastrenfrewshire.gov.uk/ercpc

What the statistics tell us

Tip of the iceberg?

In the UK...

Numbers of people who self-harm is rising

An estimated 14% of 14-15 year olds

Increasing number of children aged 9-12 admitted to hospital


In Scotland.....

In 2020, 1400 children attended hospital for self-harm injuries

Locally....

Healthier Mind Referrals:

- 13% of all referrals
- 87% female
- Majority aged 13-15 years old

The background is a vibrant blue field filled with numerous colorful speech bubbles. Each bubble is a different color (red, yellow, pink, white, light blue) and contains a large, dark blue question mark. The bubbles are scattered across the frame, some overlapping. A large, semi-transparent white circle is positioned on the right side of the image, partially overlapping the blue background and the speech bubbles. Inside this circle, the word "Quiz" is written in a bold, black, sans-serif font.

Quiz

Attention
Seeking

Drama
Queen

Fashionable

Just stop

A girl thing





What is Self-Harm?

- Self-harm is the act of **intentionally damaging or hurting one's own body**
- It can become addictive because of the **natural pain-relieving endorphins** that are released when we are hurt, which can give a temporary sense of relief.
- Self-harm is most often used as a **coping strategy for dealing with psychological pain.**
- There are **many different factors** that could lead a young person to self-harm
- Self-harm can affect anyone, of any age, from any background.



Self-harm Presentations

cutting

burning

scratching

biting

hair pulling
(Trichotillomania)

head
banging

poisoning

bruising or
breaking bones
by inflicting blows

inserting
objects into
the body

ingesting
harmful
substances

swallowing
objects

tightly
binding
body parts

asphyxiation
/ suffocation

digital
Self-harm

Risk taking
behaviour

Prevalence

- Self-harm is more common in adolescence and young adulthood, particularly between 12-15 years
- Females are more likely to self-harm than males and is more common among those who identify as bisexual or transgender
- Self-harm in older adults is increasing
- Those who experience mental ill health e.g. depression, anxiety, eating disorders or substance misuse are more likely to self-harm
- Studies suggest 15-20% of young people who self-harm do not meet the criteria for a mental health diagnosis
- Many young people who self-harm are not known to services

Self-harm & Suicide

Most young people who self-harm are not feeling suicidal.

The self-harming behaviours are often a coping mechanism to help them deal with life's stressors.

Self-harm is in fact keeping them alive.

However research shows that young people who self-harm may be at a higher risk of suicide.

Self-harm

When a young person hurts themselves as a way of dealing with difficult feelings, painful memories or over whelming situations and experiences.

Suicidal thoughts

When a child or young person is having thoughts of ending their life, feelings that people would be better off without them, or making plans to take their own life.



“When I first started self-harming, it helped me through a difficult time in my life. It was so effective at making me feel better, more powerful in a way, and like I didn’t need anyone else at all to talk to or to talk to me. I could face down that teacher who kept telling me to take my nose stud out. Anytime anyone upset me at school or at home I always had my little secret friend to help me.”

Chloe, aged 15 (Childline, 2007)

A close-up photograph of a person's hands holding a smartphone. The person is wearing a dark blue, patterned button-down shirt and a gold beaded bracelet on their left wrist. The background is a soft, out-of-focus light color.

The perfect storm of 21st century adolescence

- School changes, friendship dynamics, increased need for autonomy and independence, hormone changes, brain development, increase in risk-taking behaviours, move away from family support
- Changing face of social interactions and life
- Covid-19

Why Self-harm?

- changing emotional pain into physical pain
- communicating distress about something in a non-verbal way
- Provide a sense of relief from numbness, anger or aggression
- attempting to gain a sense of a control in a world where they feel out of control
- to punish themselves for feelings or behaviour caused by a negative self-image creating a vicious cycle

'TO GET A
RELEASE'

'PUNISH
MYSELF'

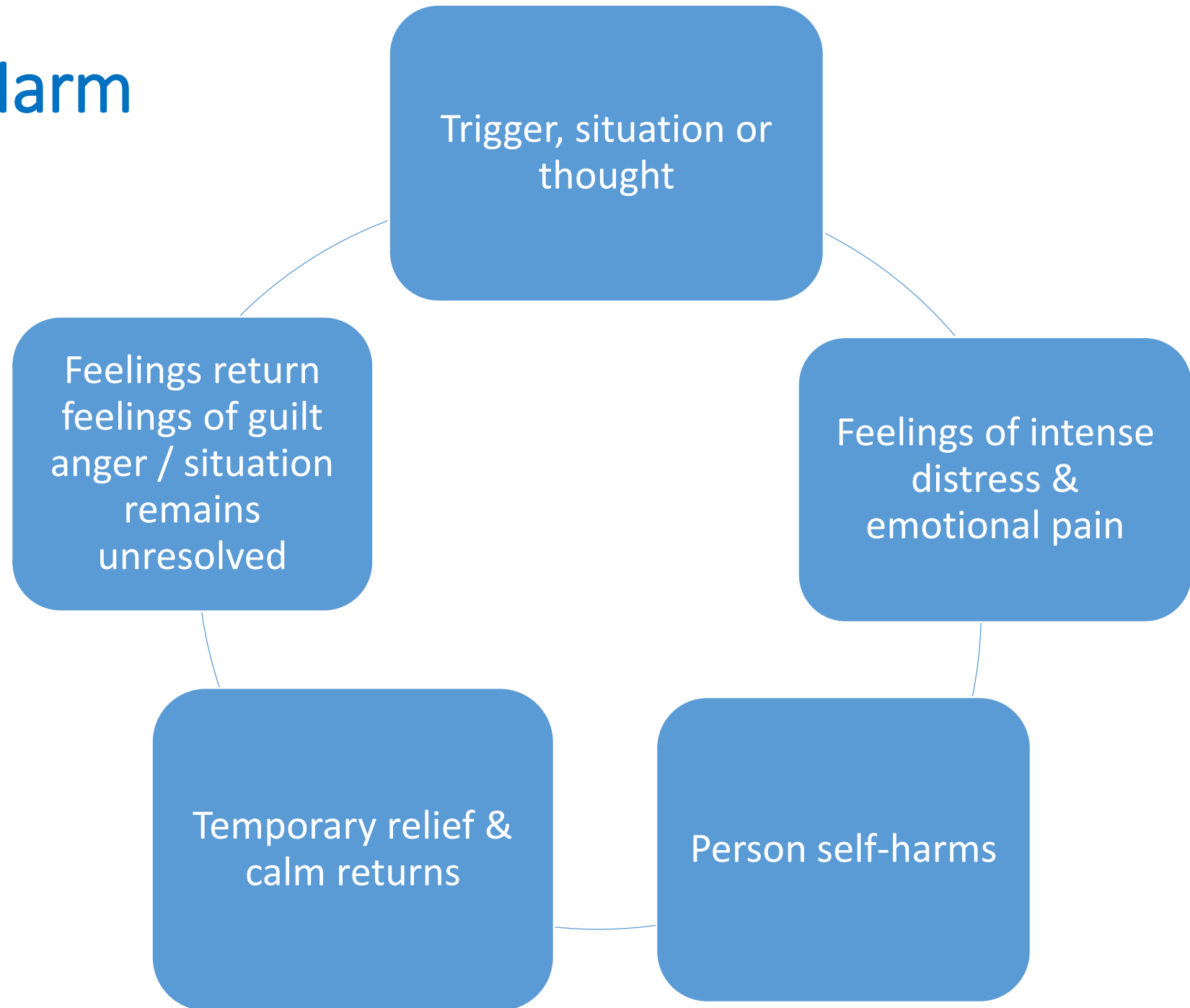
FOLLOWED
BY

'TO FEEL
CALMER'

'BECAUSE
I FEEL
OUT OF
CONTROL'

'TO COPE'

Cycle of Self-Harm



Spot the signs

withdrawal, deterioration of important relationships, loss of interest in hobbies, displaying or hiding emotions, **sleep difficulties**, changed diet, deterioration in effort at school

scars, careful covering of arms and legs, preference for long sleeved clothing, avoiding changing in front of others, asking regularly for or wearing plasters/bandages, showering/bathing often



Risk Factors & Protective Factors



Who might self-harm?

Anyone affected by . . .

- bullying
- school or home pressures
- difficult family relationship
- anxiety or depression
- trauma
- social pressures to conform to an ideal
- insecurity or confusions about identity, gender or sexuality
- strong feelings of **hopelessness, self-loathing, anger, distress, fear, anxiety, loss, depression**
- Or the YP who seems to have it all - confidence, achievement, friendships, happiness!

Protected by...

one good adult

nurturing and
supportive family
relationships

friendships and feeling
of belonging within a
social group

sense of connectedness
(school community,
groups, job, sports
teams etc)

good physical health
including adequate
sleep routines, good
nutrition and physical
exercise

ability to regulate
emotions, behaviour
and thoughts

optimistic outlook on
life and a general sense
of hopefulness

good problem-solving
skills

sense of purpose and
aspirations

positive self-image

resilience in the face of
adversity

religious faith or
spirituality

BREAK



No Harm Done Young Minds



I was terrified
she might die
and it would be
my fault

Honestly? I felt
disgusted – how
could someone
do that to
themselves?

I felt *completely*
out of my depth

I've got to fix
this I've got to
make her stop

The Responder

I felt total *shock*
and I think that
showed!

She needs a
specialist not
me!

I felt like I might not
be able to make him
stop but *maybe*
just listening
might help

I felt *helpless*
to do
anything to
help

**“I need to speak to you.....
I’ve been cutting myself”**



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○

**What do
you need?**

**The
Responder
Role**

●

Thinking about your experience of responding to an incident of self-harm

- What went well in that interaction?
- What would you do differently the next time?
- What would help you to feel more confident the next time?
- What do you need following this interaction with a young person?
- What are your fears and worries about supporting a young person who is self-harming?



Vicarious Trauma, Compassion Fatigue and Burnout

"Helpless,
terrified, powerless"

Responding to Incidents of Self-Harm

Self Harm Concern is identified through:

Disclosure of information from the young person, friend, family member, staff member or other source

Self harm behaviour is witnessed

Is there evidence that the young person has suffered a serious injury including deep cuts, serious burns or has ingested any harmful substance?

No

Remain calm

Administer First Aid as required

Inform a member of SMT

Arrange a suitable space to speak to the young person privately

Explain boundaries of confidentiality and consent – parents/carers should always be informed unless you have good reasons related to care and welfare or the young person is 16 or over and refuses consent

Conduct risk assessment

Remain with the young person

Remove any potential harmful objects or substances

Record the incident in pastoral notes

Yes

Remain calm and stay with the young person at all times

Contact emergency services - 999

Administer First Aid as required

Inform Parents/Carers and line manager – follow Child Protection protocols regardless of consent from the young person

Inform Social Work through Request for Assistance 577 8300

Remove any potential harmful objects or substances. If necessary search belongings if a weapon is suspected but not handed over by the young person.

Record the incident in pastoral notes as a significant event.

Flow chart

Music as Medicine

THE HEALING POWER OF MUSIC





LUNCH?



YES!



Supporting those who Self-Harm

Afternoon Session



First Response

Your 1st response is important!

- **Stop, breathe, stay calm and patient**

Then....

- **If harm has occurred – assess medical care need and provide First Aid as required**
- **Find somewhere quiet, calm & safe**
- **Clarify boundaries of confidentiality**
- **Encourage them to talk but follow their lead**
- **Focus on listening and be genuinely interested**
- **Thank them for talking to you**

What Might **Help**

- Responding sensitively and empathically
- Listening
- Considering that the self-harm is a coping mechanism to manage strong feelings
- Accepting the self-harm may continue for some time

What Might **Hinder**

- Telling them to stop
- Lecturing on the evils of self-harm
- Showing shock, panic or disgust
- Talking too much!
- Asking why?
- Asking them to consider the impact of their behaviour on others
- Attempting to fix the problem

First Response Language




Language - Understanding

- acknowledge the thoughts and feelings
- repeat and reflect key thoughts and feelings
- use the same words as they do about the self-harming behaviours
- clarify that the person is self-harming
- state that you understand why the person would self-harm – **reflect back the triggers and consequence**

“so you mentioned there that when you've fought with you dad and you're alone in your room thinking it over you feel guilty, hopeless and overwhelmed and when you cut those feelings goes away. **It's really understandable that you would try to cope in that way.”**





Try to get
as much
information
as possible

Establish type of self-harm, frequency and severity

- Where on your body do you self-harm?
- What do you use?
- How do you care for your wounds?
- Have you ever hurt yourself more than you planned?
- Have your wounds ever become infected?

Establish current safety and remove any harmful objects or substances

- Do you have anything with you that you could use to harm yourself?

As a last resort the young person's belongings may need to be searched



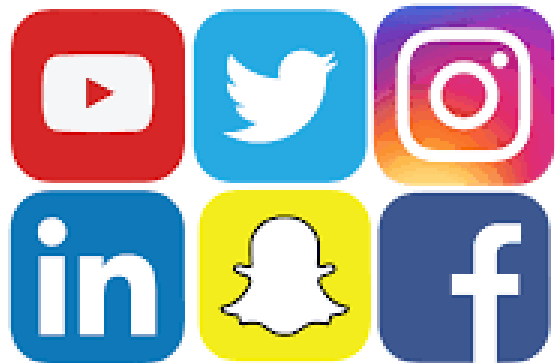
Other Influencing Factors

Do you have friends who also self-harm/hurt themselves/cut?

I wonder if there is anything unhelpful about talking to others who self-harm.

**Have you looked at any websites about self-harm?
What messages do they give you about self-harm?**

Websites which promote ways to self-harm make you think they want to help. I can understand why you would feel that's what you need right now. But these sites are not helping you to manage how you are feeling. They are stopping you from getting the best care and support. Can we look at some others that can give you the help you deserve?



Language – Exploring the Benefits

Explore the benefits of the self-harming behaviour for the young person

Instead of 'Why do you do it?' Try:

"It sounds as if self-harming is helpful for you in some ways. Can you tell me how it feels afterwards for you?"

"It sounds as if cutting makes you feel better? Can you tell me more about that – in what ways do you think it helps you?"

Language

Creating Motivation To change

- Acknowledge the pros and benefits
- Help them explore the **drawbacks, negatives, risks**

“I wonder if there are any drawbacks to you cutting” rather than “what are the drawbacks to you cutting?”

- Help them identify exceptions – start to introduce the idea of alternatives

“Are there times when you manage to cope without cutting?”

Reassure the young person that you want to help them find other ways of managing difficult times

“But there are no drawbacks.....”

If the young person can't find any drawbacks or is resistant to finding alternative solutions:

- acknowledge how hard it can be to find a reason to stop doing something that they feel is helpful
- **listen carefully** to their story – are there any hints of drawbacks?
- try asking some different questions which **hint at the drawbacks** and listen closely for any hints of drawbacks raised by the young person.

“If you didn't self-harm how do you think your day might be different?”

“If you had other ways of coping with difficult times what would that be like”

“You mentioned before that you would like to go on the trip but you can't because of the marks. I wonder if cutting is stopping you doing things you want to do and that could really help you?”



Activity

In pairs work through the scenarios and try out using some of the language

How would you:

- Show you **understand** why the young person is self-harming
- Explore the **benefits** and feed these back
- Encourage the person to consider any **drawbacks**
- Explore **exceptions** – are there times the young person does not use self-harming behaviours

Informing and Supporting Parents

- **As early as possible**
- **Explore with and involve the young person**
- **Discuss in person if possible**
- **Plan the discussion and potential outcomes with the young person**
- **Anticipate feelings of distress, anger, upset**
- **Demonstrate the same care and compassion as for the young person**
- **Prepare information, local and national sources of support**
- **The planning tool can help you prepare to discuss with parents**



Chocolate Break!





Harm Minimisation

- Respects that self-harm is a coping mechanism and that **just stopping is unrealistic**
- Creates the conditions for keeping the young person safe even while self-harming
- Requires shared understanding of how the self-harming behaviour helps them
- Promotes self-care and responsibility for wounds
- Reduce harm by exploring and strengthening protective factors

Harm Minimisation Considerations

- Advise regarding avoiding infection:
 - Using clean implements
 - Not using implements more than once
 - Not sharing implements
 - Maintaining a basic first aid kit
 - General hygiene
 - Dress wounds or seek medical help
- Develop a set of safety rules
- Consider availability of:
 - First aid kit
 - Quiet, private room (adult presence?)
- No questions approach:
 - First aid response from different adults
- Parent/Carer involvement
- Involvement of other professionals

Harm Minimisation: Safety Rules

Safety Rules encompass a set of rules with the aim of guiding, preventing and minimising self-harm or the impact of self-harm behaviour

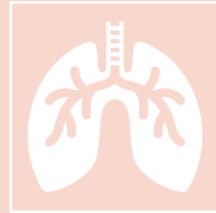
- I won't cut when I'm feeling angry in case I cut too deep
- I will count to 10 before I cut
- I will make sure I have a first aid kit close if I feel the need to cut
- I will use a clean blade and keep away from veins



Promoting Wellbeing: Preventive and Reactive Strategies



Understand the feeling that led to the behaviour, function and patterns to explore alternative ways to cope and distract



Preventive – exercise, diet, connecting with others, breathing, listening to music, hobbies



Reactive – distraction, texting a friend, having a snack, running up and down the stairs, counting backwards, the 15 minute rule

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○ ●

The Self-Harm Wave

+
○ ●





15 Minute Rule

“When the urge to self-injure comes upon you, check the time and tell yourself that you have felt the urge but you are going to choose to hold off of any self-harming behaviour for 15 minutes. For the duration of this 15 minute period keep busy and try one of your **distraction techniques**.

At the end of the 15 minutes check how you feel and make the choice about trying for another 15 minutes. You are in control, you make the choice.”



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Alternatives
or Substitutes?

o





Fidget toys
Pop its
Pen and paper
Photographs
pictures
Perfume
Cuddly toys
Stress balls
Items of clothing

Distraction Boxes

Distraction Phone

Music playlist
Youtube links
Apps
Photographs
Timer





The Office Ladies
SMA
True Crime

Things that went well today.....

Finished that tricky report
Phoned Ellie and had good laugh.....
Went for a walk



Hi thinking about you today. You will be amazing!



Activity

- What kind of 'Toolbox' would you use and what would you put in it?
- Modelling our own emotional wellbeing is an important factor in supporting others



Identify triggers to self-harm

Agree and practice proactive coping strategies

Agree alternative reactive distracting activities

Consider Harm Minimisation options if necessary

Signpost support people and organisations

Use a diary to monitor success

**Goal is to reduce self harm –
no self harm is probably unrealistic and unachievable**



Creating a Safety Plan

Safety Planning

Goal is to reduce self-harm – no self-harm is probably unrealistic and unachievable

My Safety Plan

I know I'm at risk of self-harming when I feel

My self-harm is often triggered by

When I feel like this I will try...

Distractions are good here

This feeling will pass, I can do this

Coping strategies I can use

I will reach out to

Name

Name

I can get help online from

text SHOUT to 86258
www.semarions.org?
nationalscotland 116 123
www.dharmic.org.uk/get-support/peak-to-our-team

Organisational Considerations – How can you.....

Actively promote positive mental wellbeing, resilience and positive coping strategies

Encourage and make it easy for young people to ask for help

Communicate with parents – thinking proactively and reactively

Provide practical and emotional support for staff who are supporting young people

Formalise roles, responsibilities and practical steps in a policy

Familiarise young people with appropriate organisations

Create and monitor safety plans with the young person

Ensure safety protocols for persistent and significant self-harming

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Flow chart

Curricular Resource

On Edge Self Harm Awareness Resource Pack

www.nhsggc.org.uk/about-us/professional-support-sites/mental-health-improvement-and-equalities/resources-and-planning-tools/resources/self-harm-awareness-resource-pack/

- Developed in partnership with mental health and education professionals and funded by NHS Greater Glasgow and Clyde
- 4 lessons for use with children from P6-S6

Where to Get Help.....for a Young Person

In an Emergency

GP

A&E

CAMHS

Social Work RFA

Everything in one place

Self-Harm Network Scotland

<https://selfharmnetworkscotland.org.uk/>

Heads Above the Waves

<https://hatw.co.uk>

Speak to Someone

<https://giveusashout.org/>

Text **SHOUT** to **85258** free, 24/7

www.childline.org.uk **0800 11 11**

<https://www.samaritans.org/?nation=scotland> **116 123**

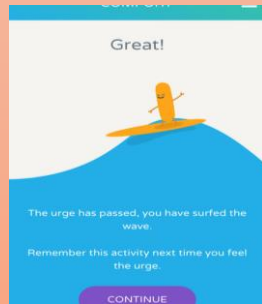
<https://www.themix.org.uk/get-support/speak-to-our-team>

Where to Get Help...for a Young Person

Calm Harm

<https://calmharm.co.uk/>

free app



Aye Mind

Apps and websites for young people, parent & carers

www.ayemind.com

TogetherAll

Online community for supporting mental health for yp 16+

<https://togetherall.com/en-gb/>

Healthier Minds

<https://blogs.glowscotland.org.uk/er/healthierminds/young-people/healthier-minds-online/>

Young Minds

<https://www.youngminds.org.uk/young-person/find-help/>

Self-Harm and Autism

www.autism.org.uk/advice-and-guidance/topics/mental-health/self-harm

Where to Get Help.....for You and Others

For Practitioners

Healthier Minds

<https://blogs.glowscotland.org.uk/er/healthierminds/experiencing-distress-and-suicidal-thoughts/>

Angela Merrylees 07788496711

Frankie Robertson 07387251073

Ainsley McGoldrick 07867359700

Life Signs: download free fact sheets

www.lifesigns.org.uk/fact-sheets/

For Parents and Carers

Healthier Minds

<https://blogs.glowscotland.org.uk/er/healthierminds/>

Information leaflet

<https://www.nhsggc.org.uk/media/264176/self-harm-leaflet-for-parents-and-staff.pdf>

One-Day Self-Harm Training Blog

<https://blogs.glowscotland.org.uk/er/selfharmtraining/information-for-parents-carers-and-young-people/>

A photograph of a person with long, straight, reddish-brown hair seen from behind, looking out over a landscape. The scene is bathed in the warm, golden light of a sunset or sunrise, with the sun low on the horizon, creating a soft glow and long shadows. The background shows a blurred view of trees and a body of water.

No Harm Done
Things Can Change

<https://www.youngminds.org.uk/young-person/blog/my-story-of-self-harm-recovery/>

Healthier Minds Self-Harm One Day Training: Course Evaluation 2023



“I’m extremely glad that I no longer self-harm. It was restrictive and risky, an externalising of how bad I felt inside. I don’t need to look to my scars to be a reminder that I survived. Instead, I look outside of my body, at everything I’ve done since I was able to stop. I’ve learned to regulate my emotions more healthily, to extend a protective instinct to all parts of myself. I travel. I set healthy boundaries. I allow myself safe routes out of emotionally taxing situations. I tell people when things are bad, understanding that doesn’t make me bad. I’m kind to my body. I accept it as it is. I dress how I want. I move it joyfully, freely. I put on the swimming costume and I get in the water.”



Final Tasks

- Debrief
- Beyond Today
- Navigating online resources
- Evaluation
- Certificates
- Homework Task