



East Renfrewshire Healthier Minds

One Day Self-Harm Training

HEALTHIER MINDS





Welcome

Housekeeping and Safety

- Fire safety
- Toilets
- Schedule and breaks
- Learning Formats
- Carpark Questions and Comments
- Self-care and safety considerations

Course Aims



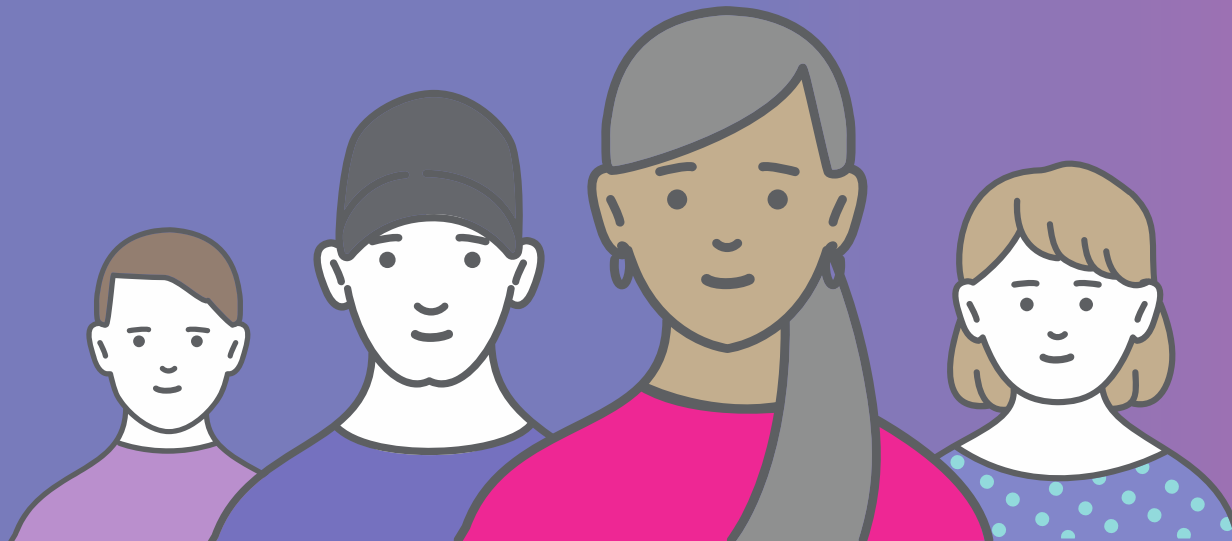
- Understand self-harm
- Have an awareness of some of the reasons why people self-harm
- Understand the misconceptions of self-harm
- Identify some of the risk and protective factors associated with self-harm
- Consider consistent compassionate and non-judgmental approaches
- Practice skills which help 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

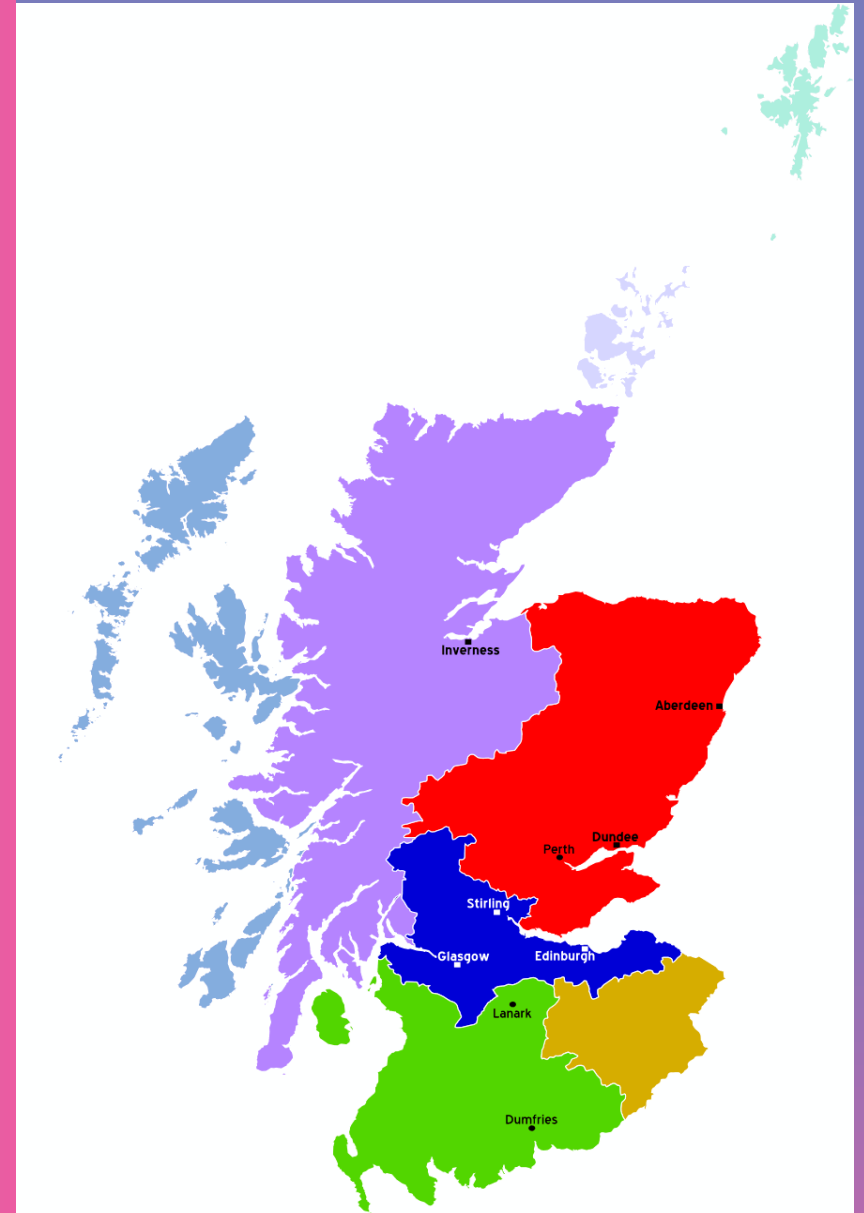
Listen

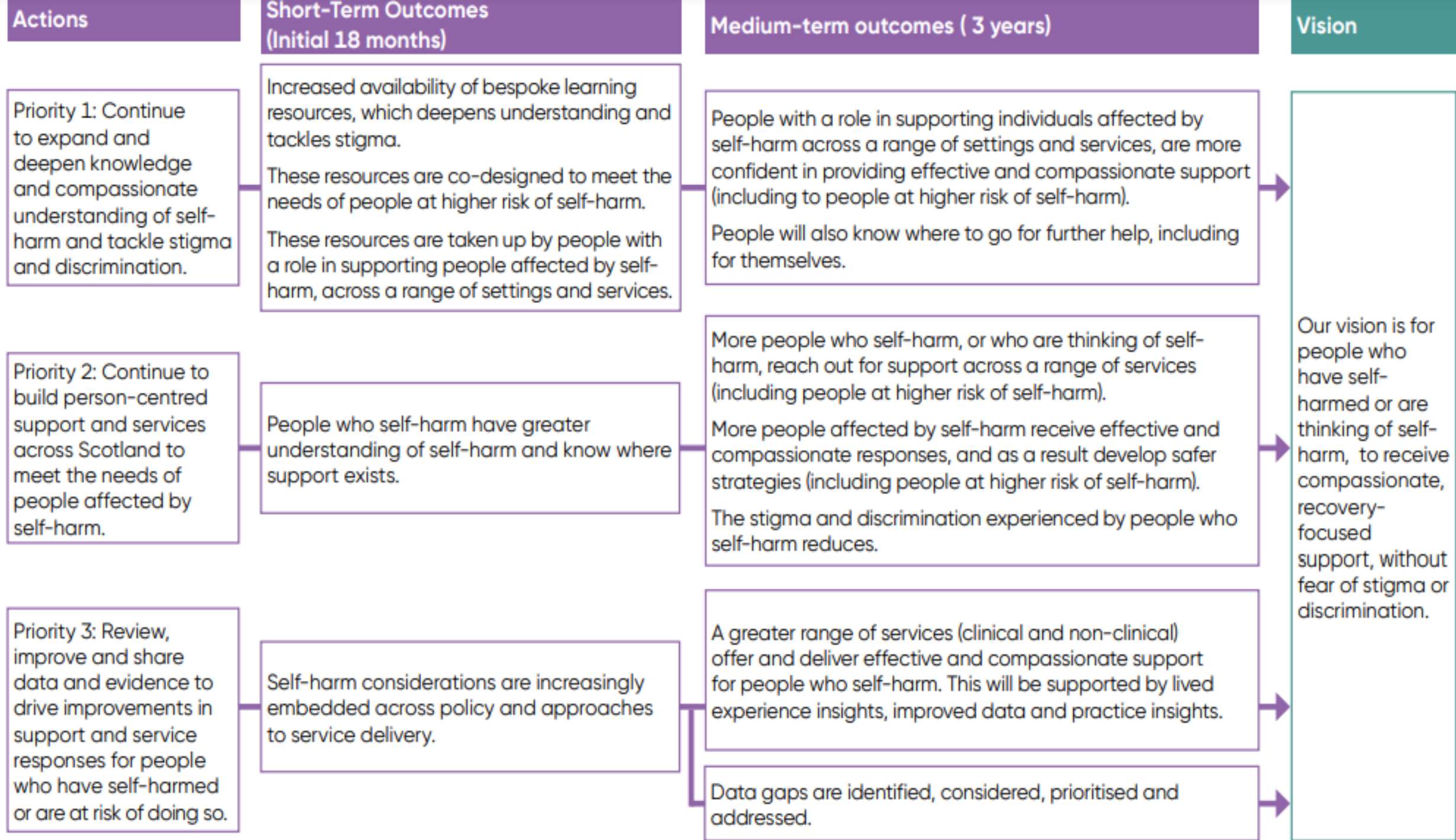


A World First

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

Our vision is for people who have self-harmed or are thinking of self-harm, to receive compassionate, recovery-focused support without fear of stigma or discrimination.





Revised Local Multi-Agency Guidance 2024

For those
working with YP



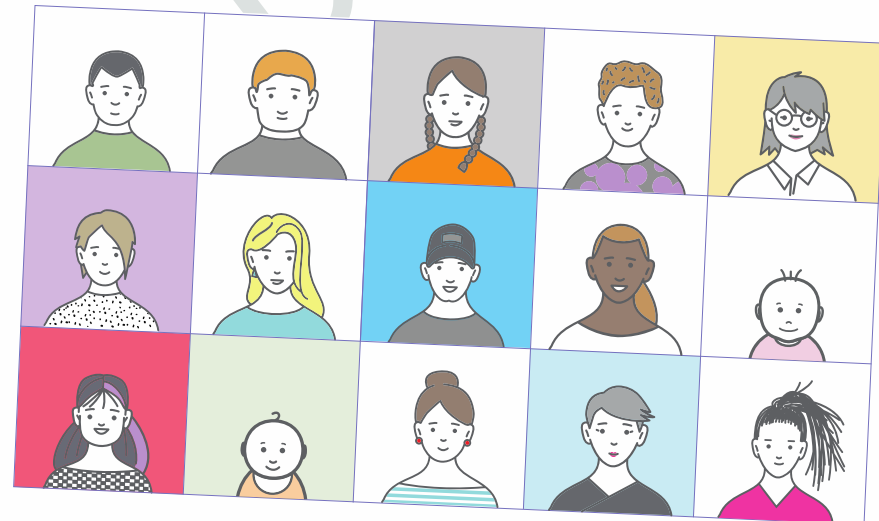
HEALTHIER MINDS 

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

Information and resources to accompany the one-day training course

[HOME](#) [A NATIONAL STRATEGY FOR SCOTLAND](#) [INFORMATION FOR PARENTS/CARERS AND YOUNG PEOPLE](#)

[PENUMBRA – SELF-HARM NETWORK SCOTLAND](#) [QUICK REFERENCE GUIDE](#) [SAFETY PLANS AND DIARY](#)

[SELF-HARM AND ADDITIONAL SUPPORT NEEDS](#) [SELF-HARM CURRICULAR RESOURCE P6-S6](#) [WHERE TO FIND HELP](#)

[EAST RENFREWSHIRE GUIDANCE AND GOOD PRACTICE](#) [ONE DAY TRAINING](#) [COPING SKILLS AND DISTRACTIONS](#)

[ADDITIONAL TRAINING](#)

HEALTHIER MINDS SELF-HARM ONE DAY TRAINING



What the statistics tell us

Tip of the iceberg?

In the UK...

Numbers of people who self-harm is rising across all age groups including older adults

An estimated 14% of 14-15 year olds

Increasing number of children aged 9-12 admitted to hospital

In Scotland.....

25% of 16-24 year olds and 10% of adults report self-harming

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

Vulnerable Groups

Adolescents and
young adults
particularly between
12-15 years

Females

Care Experienced

Low Socio-economic
Status

ACES

LGBTQ+

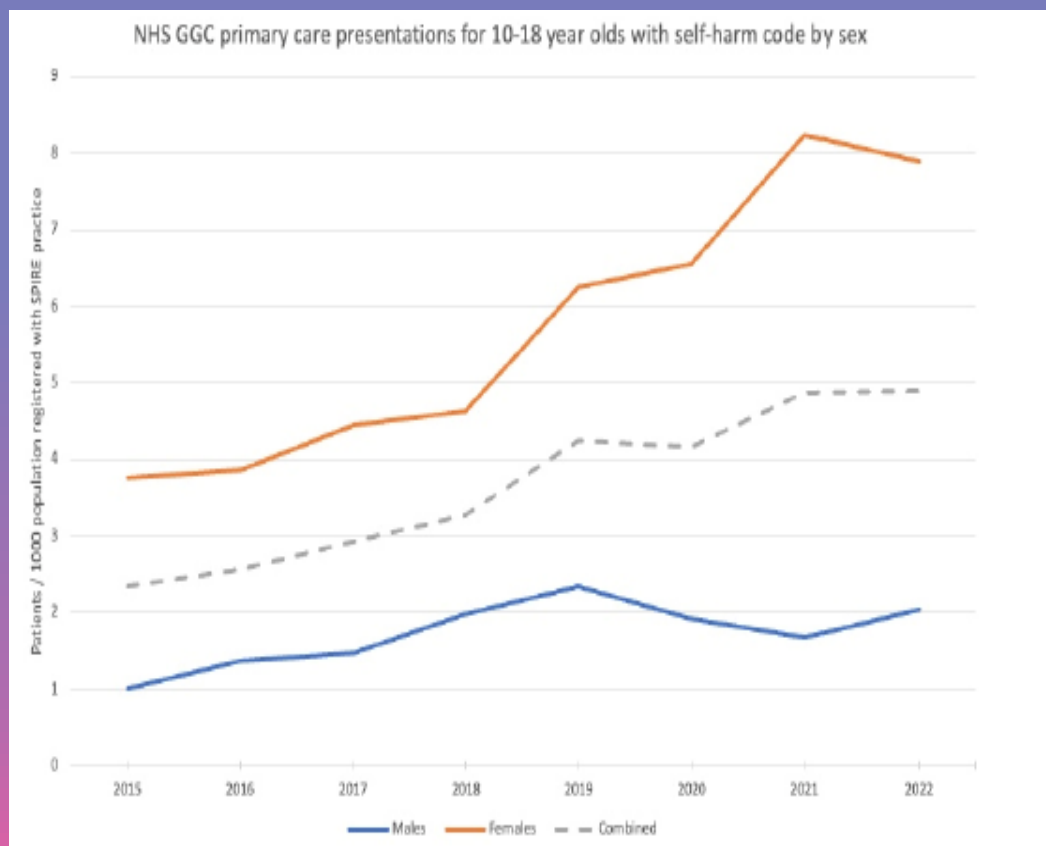
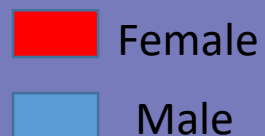
Severe mental ill
health

Justice System

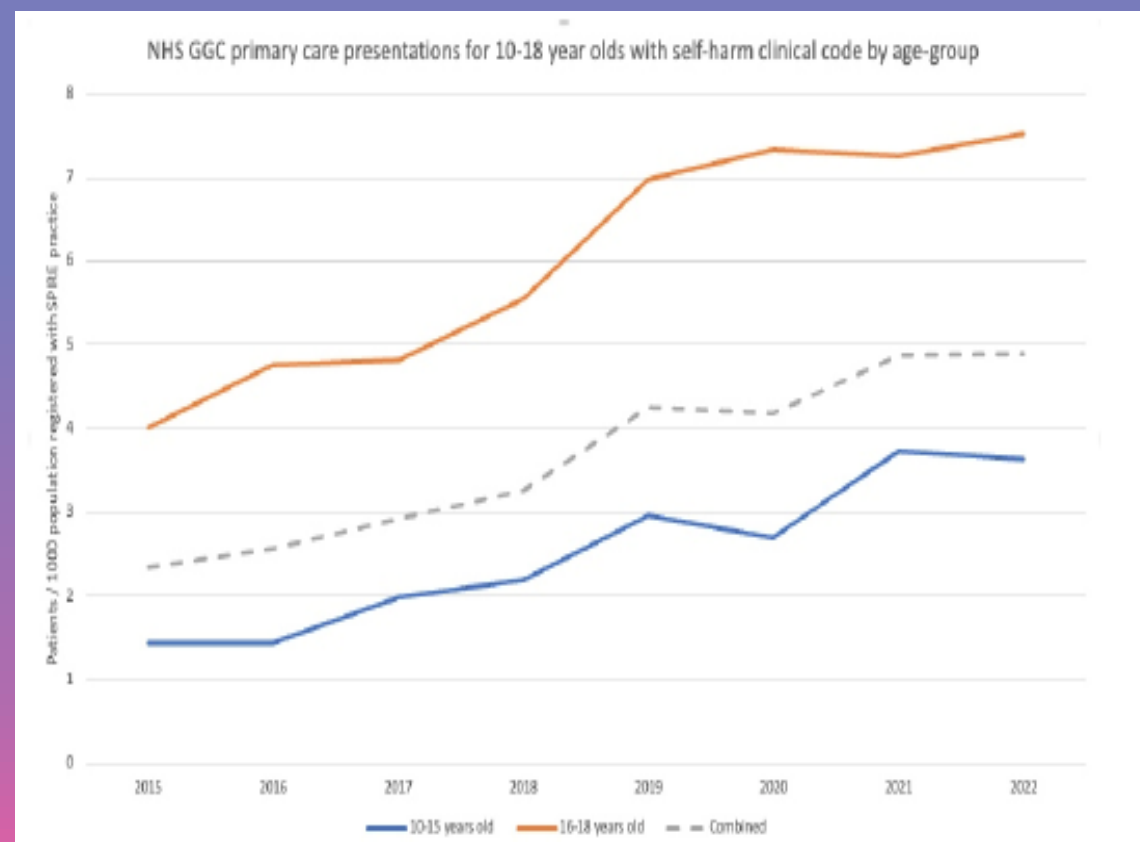
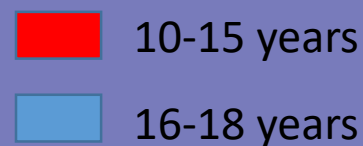
Neurodiverse


GGC - Presentations to Primary Care 2015 -2022

By Sex



By Age



The background of the image is a vibrant blue, densely populated with numerous speech bubbles of various colors including red, yellow, pink, and white. Each speech bubble contains a large, bold question mark. A large, semi-transparent light blue circle is positioned on the right side of the image, partially overlapping the word 'Quiz'.

Quiz

Attention
Seeking

Drama
Queen

Fashionable

Just stop

A girl thing





Understanding Self-Harm

- Self-harm is defined as **intentional self-poisoning or injury irrespective of the apparent purpose** (NICE, 2022)
- This includes both physical and psychological injury
- Self-harm is most often used as a **coping strategy for managing distressing or overwhelming thoughts, feelings and experiences**
- 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 Presentations

cutting

misuse of
medication

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 or
online self-
harm

risk taking
behaviour

Self-harm & Suicide

Most 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 people who self-harm may be at a higher risk of suicide.

Self-harm

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

Suicidal thoughts

When a 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)

What's behind the increase in mental health concerns?



- 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
- Cost of living crisis
- Socio-political concerns

**'TO GET A
RELEASE'**

**'PUNISH
MYSELF '**

**FOLLOWED
BY**

**'TO FEEL
CALMER'**

**'BECAUSE
I FEEL
OUT OF
CONTROL'**

'TO COPE'

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

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 or bruises

careful covering of arms and legs

preference for long sleeved clothing

avoiding changing in front of others,

asking regularly for or wearing
plasters/bandages or antiseptic

showering/bathing often

sleepy, disoriented



Risk Factors & Protective Factors



Who might self-harm?

Anyone affected by . . .

- bullying
- School, work or home pressures
- difficult family relationships
- 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 person 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 including
online

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

First Response

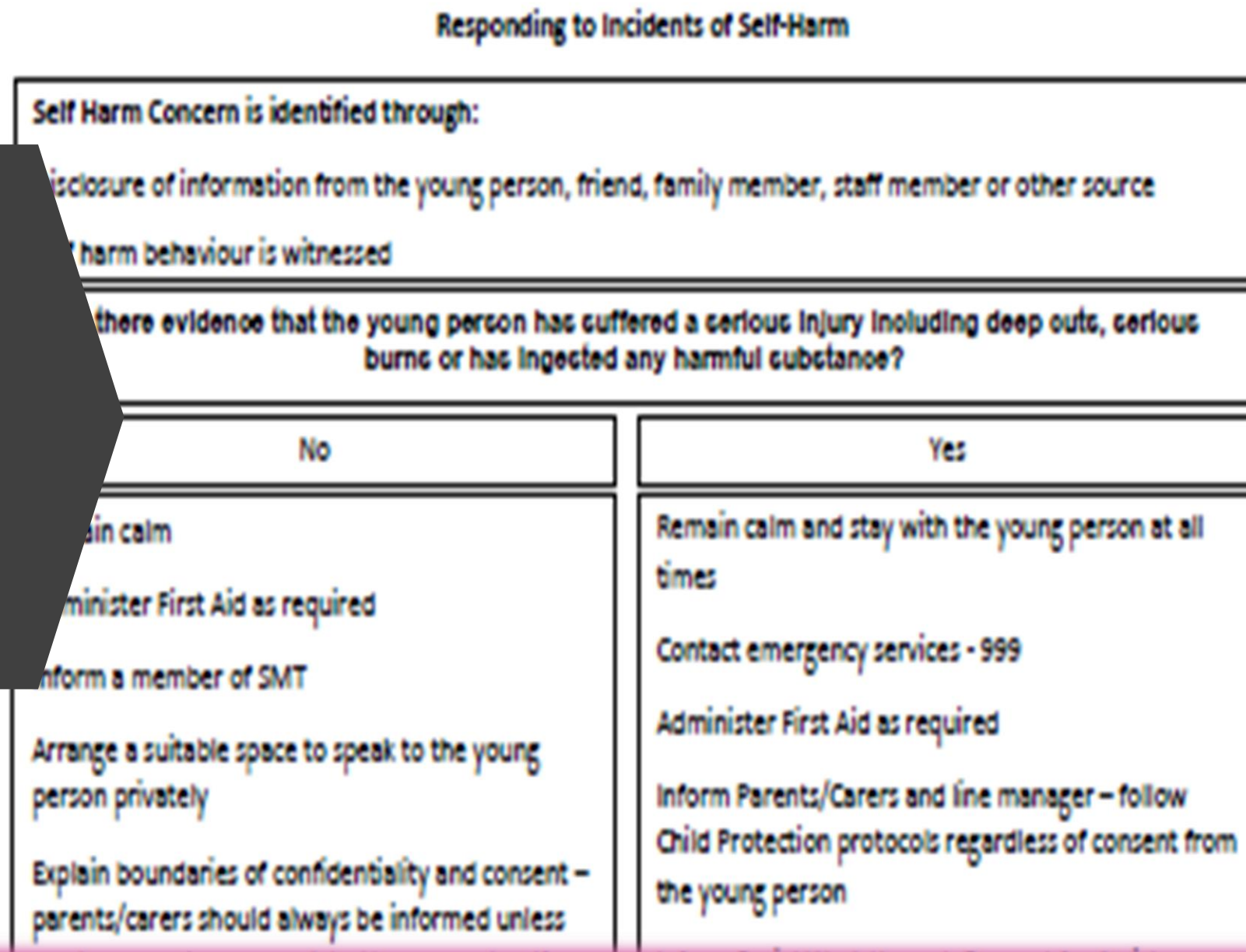
**“I need to speak to you.....
I’ve been cutting myself”**



Vicarious Trauma, Compassion Fatigue and Burnout

"Helpless,
terrified, powerless"

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 –
Be Compassionate!**

- 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 Can **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 Can **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 your 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 explore whether harmful objects or substances can or should be removed

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

Be familiar with the procedure and policy in your organisation for the search and removal of objects

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 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 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 away with your friends but you can't because of the marks. I wonder if cutting is stopping you doing things you want to do?”



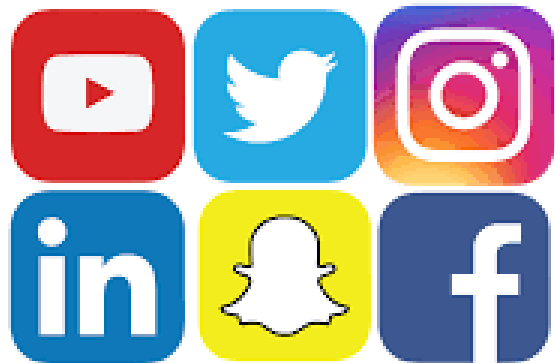
Other Influencing Factors

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?





Activity

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

How would you:

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

Informing and Supporting Others

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



Chocolate Break!



Harm Minimisation



- Respects that self-harm is a coping mechanism and that **just stopping is unrealistic**
- Creates the conditions for keeping the 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

My Wellbeing Diary

[illegible]

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
- No questions approach:
 - First aid response from different adults
 - Easy access to First Aid Kit



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

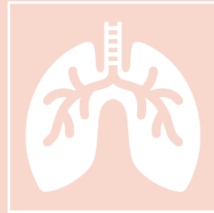
- I won't cut when I'm feeling angry in case I cut too deep
- I will count to 10 before I cut
- I will make sure I have a first aid kit close if I feel the need to cut
- I will use a clean blade and keep away from veins



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

+
○ ●

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.**”



Alternatives
or Substitutes?

Use with caution





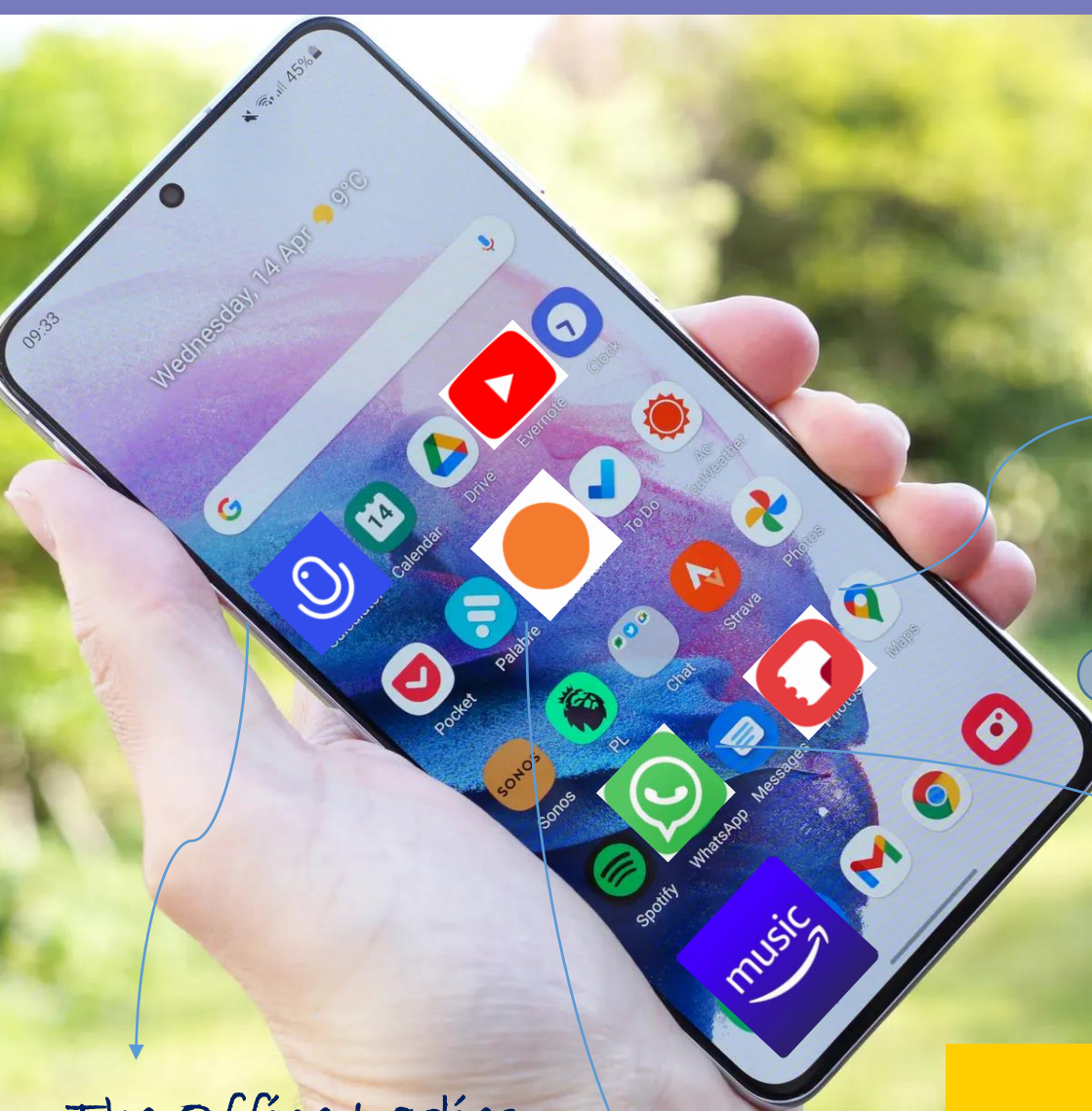
Fidget toys
Pop its
Pen and paper
Photographs
pictures
Perfume
Cuddly toys
Stress balls
Items of clothing

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 85258

www.semantics.org/

nationalscotland.org 116 123

www.themc.org.uk/get-support/speak-to-our-team

Organisational Considerations – How can you.....

Actively promote positive mental wellbeing, resilience and positive coping strategies

Encourage and make it easy for people to ask for help

Communicate with others – thinking proactively and reactively

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

Formalise roles, responsibilities and practical steps in a policy

Familiarise people with appropriate organisations

Create and monitor safety plans

Ensure safety protocols for persistent and significant self-harming

Flow chart

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

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

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

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**

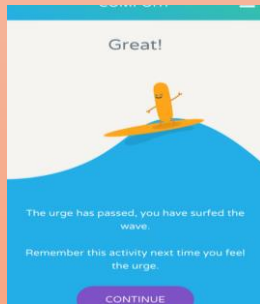
<https://www.themix.org.uk/get-support/speak-to-our-team>

Where to Get Help

Calm Harm

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

free app



Healthier Minds

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

Aye Mind

Apps and websites for young people, parent & carers

www.ayemind.com

Young Minds

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

<https://www.ripplesuicideprevention.com/>
Ripple Online Interceptive Tool

TogetherAll

Online community for supporting mental health for yp 16+

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

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

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

Healthier Minds

Frankie Robertson 07387251073

Ainsley McGoldrick 07867359700

Life Signs: download free fact sheets

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

For Parents and Carers

Young Minds Parent Helpline and Webchat

<https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/>

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/>



Safety Planning
For Safety Planning download the Calm Harm App or scan the QR Code.

Where to get help

Speak to Someone
YOUNGminds
giveusashout.org
Text SHOUT to 85258 free, 24/7

childline
childline.org.uk
0800 11 11

SAMARITANS
samaritans.org
116 123

Websites

Self-harm Network Scotland
selfharmnetworkscotland.org.uk

HEADS ABOVE THE WAVES
hatw.co.uk

Apps



Supporting Children and Young People and Responding to Incidents of Self-Harm

Self-harm is the act of deliberately hurting, injuring or poisoning oneself. It can take a number of forms but all self-harm is a sign of emotional distress. Self-harm is predominantly accepted to be a coping strategy for managing distressing or overwhelming thoughts, feelings and experiences.

All self-harming behaviours or disclosures should be taken seriously and responded to sensitively and with care and compassion.

This tool is designed to be used by practitioners who have attended the Healthier Minds Self-Harm One Day Training Course.



15 minutes
When the urge to self-harm 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 the duration of this 15 minute period keep busy and try some 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

blogs.glowscotland.org.uk/er/selfharmtraining/

Psychologist Case L... Healthier Minds OnL... EMAIL Glow - Sign In Heavy Work Activities 10 Google Meet act... Social Test KIDS - Kids Indepen... CYPMH - Professio... All Bookmarks

My Sites Healthier Minds Self-Harm One Day Train... Customize 0 + New Follow Howdy, Mrs McGoldrick

Information and resources to accompany the one-day training course

HOME A NATIONAL STRATEGY FOR SCOTLAND INFORMATION FOR PARENTS/CARERS AND YOUNG PEOPLE
PENUMBRA - SELF-HARM NETWORK SCOTLAND QUICK REFERENCE GUIDE SAFETY PLANS AND DIARY
SELF-HARM AND ADDITIONAL SUPPORT NEEDS SELF-HARM CURRICULAR RESOURCE P6-S6 WHERE TO FIND HELP
EAST RENFREWSHIRE GUIDANCE AND GOOD PRACTICE ONE DAY TRAINING COPING SKILLS AND DISTRACTIONS
ADDITIONAL TRAINING

HEALTHIER MINDS SELF-HARM ONE DAY TRAINING

Coping with self-harm

A Guide for Parents and Carers



DEVELOPED BY RESEARCHERS AT THE UNIVERSITY OF OXFORD

Little book of coping skills
shout
85258
here for you 24/7



A person with long, straight brown hair is seen from behind, looking out over a misty, sunlit landscape. The sun is low in the sky, creating a warm, golden glow and lens flare effects. The background shows a valley with trees and a body of water, all shrouded in a soft mist.

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 2024



“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

With Thanks

Thanks to our partners for helping us to develop this training resource and accompanying materials:

ERC Young Apprentices
Pilot Session Attendees from across ERC
Megan and Eileen Brownlie, Lived Experience Advocates
Health Improvement Team at GGC
East Renfrewshire CAMHS
East Renfrewshire Legal Department