

# **Poltair Community School and Sports College**

## **Emotional Health and Wellbeing – Criterion 5.**

**Co-ordinators:- Andy Bowden and Frances Golding**  
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**Healthy School Validation 2003**

### **School details and context**

Poltair is an 11 to 16 secondary school in St. Austell, which currently has 1069 students on roll.

### **How the Need was identified.**

Tutors and year team managers noticed a rise in the number of students being referred to them regarding self-harming behaviour and it became clear that some education was required around this topic for all students.

The personal Social Health Education Co-ordinator realised that before she could begin to deliver a unit of work she needed to have a much clearer understanding herself of the subject of self-harm in young people.

### **Chosen Criteria.**

Although our school was working specifically towards Criterion 6 Healthy Eating, Criterion 5 Emotional Health and Wellbeing was also important to us.

### **Steps taken to meet the criteria.**

The PSHE co-ordinator approached a small number of year 10 students, who she knew to have been self-harmers, and asked if they would be part of a focus group to discuss the subject. An appropriate time and place were chosen, the kettle was on and the chocolate biscuits were ready.

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The meeting started with the establishing of ground rules around confidentiality and respect for others. At first the students were reluctant to speak but they gradually became more open and talkative. They shared with each other and the teacher their stories of how and why they began to harm themselves, why they think they did it and how it made them feel. The students then looked at resources and gave advice on their use and the most appropriate age groups.

## **Who was involved in the process**

The process involved the PSHE Co-ordinator in consultation with other members of staff and a small group of year 10 students, both boys and girls.

## **Outcomes/Impact on pupils and the wider community.**

The PSHE co-ordinator has now been able to put together a unit of work to be delivered to year 9, 10 and 11 students in the first instance and there after to all year 9 PSHE groups. The students involved benefited, as they were able to talk openly about self-harm for