

## Appendix B

### Case Study of School Nurse Supporting student in Upper School with low mood and self harm

Academic Year: 2015-2016

School Phase: Upper

1. Details of the young person	Gender	Unknown
2. Additional relevant information - i.e. specific vulnerability(ies); pre-existing condition(s)/issues etc., including safeguarding	None Known	
3. Description of support/intervention provided - including how the young person accessed the support/intervention (referral, Drop-In etc.); length of time for support/intervention	<p>Parent had contacted school with concerns about their child with low mood and suspected that they had been self harming. The school had suggested referral into SN service. School submitted a referral form to the team. The pupil arrived at the first appointment very withdrawn, clearly low in mood with poor eye contact, very teary and reluctant to talk. Service explained and confidentiality assured. Pupil was keen to get help but felt they didn't know what they could do. A brief life story taken i.e. who they lived with, significant events, likes &amp; dislikes and what issues they perceived self to have. Towards the end of the session they disclosed self harming. They were adamant they had done it only once and didn't want to continue. After establishing safety issues we went on to plan how the next appointments would look and booked in suitable times to fit with lessons and breaks. The plan was: week1- self harm- looking at safety, prevention, delay technique, taking control and understanding the science of what happens. Week 2- anxiety- science around anxiety and the brain, breathing techniques, riding the anxiety wave. Week 3- free to discuss further any issues that arise from previous sessions. We discussed about the possibility of referral on to other</p>	

	<p>services if required. Over the weeks they responded well and started to converse more freely. We talked about books we had read and films watched in between discussing the issues that arose each week. We had 4 sessions in total and then there were the school holidays. They were looking forward to the holidays and reported to be feeling much happier and more in control of their emotions.</p>
<p>4. Description of links with school, family, carers, other professionals as part of the intervention/support</p>	<p>Following the referral, the parent phoned the team for further information and advice. Described how the sessions would work and about confidentiality but if there was any concerns around safety then this would be dealt with appropriately. Advice provided on what support would be useful at home and contact numbers provided if needed any further help or concerns.</p>
<p>5. Outcome(s) for the young person following support/intervention – including details of any onward referrals</p>	<p>Pupil arrived for the 5<sup>th</sup> session with a smile, shoulders back and looking visibly lighter. They described how they had been using the techniques and even telling others about them. They had been able to talk with their parent about what had been happening and described how they felt in control again. When I mentioned about self harm they brushed it away as if it had all happened years ago and they had moved on. I discharged them from the UP and gave details of the drop in and asked them to drop in at least once a half term even if just to say hello and reassure me that they was still ok.</p>
<p>6. Outcomes/lessons learned for the School Nursing Service</p>	<p>It felt so reassuring to see such a turnaround in such a short space of time. Not all cases are like this so when it happens it does feel positive. The way they spoke about events that had happened as if they hadn't happened to them was so rewarding to see (and hard to explain). I have shared this in the team.</p>

7. Follow-up Actions	Pupil has returned to see me in drop in for career advice as they are looking to work in social work. Signposted to correct careers advisor, they continues to progress well.
8. Young person's thoughts on the service	They described having a positive experience of the service. They did comment that they would have been unlikely to access the drop in so was glad that the school could refer in to the service too.
9. Anything else to add	