



WAIROA COLLEGE

NEWSLETTER

Term 1

Issue 4, 21 March, 2019

Message From Our Principal

Tēnā Koutou Katoa

In light of what has happened in Christchurch last week, I thought it was apt to let you know what we have done. This year we have practiced our fire drill emergency evacuation and this week we did a sound check for our lockdown procedures and discussed these with students. Next week we will have a lockdown drill. It is very important that we practice these so if one is to occur everybody knows what to do. If we did have to go into lockdown we would not be able to release students until we were notified by police to do so. Therefore, for their safety and yours, please do not come into school to find your child. Staff are prepared for these occasions and will look after your children.



On April 2nd we will have our school community police officer Carolyn Hodgkinson talk to our year 7 to 10 students about cyberbullying, fighting, and other social issues and the stance that the police take on these matters. Consequences for videoing fights and bullying others are serious. If you feel your child is being bullied please let us know so we can support your child. The emotional and physical well being of our students is very important.

At assembly last week we celebrated personal excellence in the form of excellent attendance. Students who had excellent attendance went into a draw to receive sports equipment. Shannon Tahuri, Will Taylor, Sarayha Wairau and Grace Ismail all got to select an item. This is another reminder of the benefits of attending school. Those students with good attendance tend to be the students who have the best learning outcomes.

Singing is coming along nicely in assemblies. It is so nice to hear the school getting into the songs and having fun. Thank you to Whaea Pania for her role in promoting singing.

It was nice to see our juniors participating in the cricket competition on Wednesday. There was good team spirit across the teams. Well done to you all and thank you to the senior students who umpired and Mrs Keil for organising our teams and practices.

**NCEA WORKSHOP
WITH LHI TE IWIMATE**



**TUESDAY 2 APRIL
5:30PM**

Ngā mihi nui,

Mrs Jo-Anne Vennell

Principal Wairoa College

MUFTI DAY & SAUSAGE SIZZLE

**THIS FRIDAY 22nd MARCH
THEME IS COLOUR BLACK
MUFTI IS A GOLD COIN
SAUSAGE SIZZLE \$2**

**FUNDRAISER FOR THE CHRISTCHURCH
FAMILIES**

**Lucknow street | 06 838 8303 | www.wairoacollege.school.nz
email: info@wairoacollege.school.nz**

NZDF ORAL HEALTH INITIATIVE

Last week we had a team from the Armed Forces & HBDHB run a program with our Year 12's and 13's looking at health and oral health in an effort to promote healthy living.



'THE JAR' - CORE VALUES AND PERSONAL EXCELLENCE





Our Vision:
Wairoa College, the school of choice by engaging students in an innovative, future focused curriculum that inspires personal excellence.

Our Mission:
Through Manaakitanga, we will create a supportive environment setting high expectations that inspire lifelong learning.

Our Core Values:
Respect, Resilience, Manaakitanga, Kotahitanga

This is 'The Jar' which is kept in Deputy Principal, Mrs Carmine's office. During the week, if a student is recognised by their subject teacher for **personal excellence** or demonstrating one of our core values: **Resilience, Manaakitanga, Respect, Kotahitanga**, the student visits Mrs Carmine for a chance to choose something from "The Jar".

This week, the following students have been recognised, and had the opportunity to select something from The Jar:

- Abby Morunga : Kotahitanga
- Bonny Akuhata-Gemmell : Personal excellence
- Callum Spence : Respect
- Carmen Hayes : Respect & Personal excellence
- Grace Cooney : Personal excellence
- Kaylah McMurtrie : Respect
- Kaya Keefe : Respect & Personal excellence
- Kefir Kirwin : Personal excellence
- Lochie Unwin : Maanaakitanga
- Ronan Gemmell : Respect
- Runic Keefe : Respect
- Te Ruihi Rore-Keefe : Kotahitanga
- Tom Kersley : Personal excellence
- Uniquequa Rongo : Personal excellence
- Zechariah Smith : Personal excellence

COMMUNITY SUPPORT



Throughout this year, Wairoa College students are involved with providing volunteer services to the local organisation 'Age Concern.'

This year, our students are helping in a range of ways: Firstly, our Year 13 catering students are providing catering services at least once a month at the Age Concern morning teas and lunches.

Tech Support; Senior students are working one on one, helping older people with their smartphones and computers - for example setting up and sending emails, sending texts, downloading and using phone apps, taking photos etc.

Entertainment; Our talented musical and singing students entertain the clients once a month, and we are also hoping towards the end of the year to include a brief

performance of kapa haka. Finally, we will assist with the end of year xmas party.

The organisers and the clients of Age Concern, have always been very appreciative of the efforts that our students put in.

Through providing this support to the community, the students are able to show kotahitanga, respect, manaakitanga and personal excellence, which are part of Wairoa College's core values and our mission.

These events have been coordinated by Ms Karen Hayward, if any students would particularly like to help with any of these events they should see Ms Hayward. Also needed are students to help with a monthly mail drop.



POLICIES AND PROCEDURES

SchoolDocs provides Wairoa College with a comprehensive core set of policies which have been well researched and follow the MOE National Administration Guidelines. The policies and procedures are tailored to our school, and the school supplies specific information such as our charter, and procedures for behavior management, reporting to parents, etc.

SchoolDocs updates, modifies, or creates policies in response to changes in legislation or Ministry guidelines, significant events, reviews/requests from schools, and regular reviewing from the SchoolDocs team. Our board of trustees has the opportunity to view changes/additions and comment on them before they are implemented.

We invite you to visit the site at <http://wairoacollege.schooldocs.co.nz> or google school docs and in the search bar type Wairoa College. Our username is wairoacollege and password is WaiCol.

Please take the time to go on and have a look.

NCEA WORKSHOP

YOU ARE INVITED TO THE



WORKSHOP

Tuesday 2nd April, at 5:30pm
Wairoa College Staffroom

NCEA Workshop: Presented by Lhi Te Iwimate from NZQA

All are welcome.

We especially encourage whanau of Year 10 and Year 11 students to attend.

Queries/replies to Rose: rkc@wairoacollege.school.nz

Want to know how NCEA works
and how you can help your
tamariki succeed?

WHAT IS NCEA?

The National Certificate of Educational Achievement (NCEA) is the main national qualification for secondary school students in New Zealand.



WHAT GETS COVERED IN THE WORKSHOP?

A set of clear, straightforward messages and information about NCEA developed especially for parents and whānau.

The one hour workshop includes key messages, three short videos, group discussions and activities.



Understand how NCEA can assist in achieving your whānau aspirations;



Consider the best options and choices to advance your whānau aspirations;

WHAT IS NCEA & THE WHĀNAU?

NCEA & the Whānau is an information programme that provides information and guidance to parents to better understand NCEA.

WHAT DOES NCEA & THE WHĀNAU AIM TO ACHIEVE?

NCEA & the Whānau aims to increase parents' understanding of NCEA and provides advice on how parents can support their children/whānau to achieve NCEA.

WHO IS INVOLVED?

NCEA & the Whānau is a collaboration of Education sector agencies including the Ministry of Education, Careers NZ, the New Zealand Qualifications Authority (NZQA), Tertiary Education Commission and the Education Review Office. NZQA is the lead agency.

WHY IS THIS KAUPAPA IMPORTANT?

Māori learners achieve education success when they have whānau support, aspirations, and a plan to reach those aspirations.



Prepare a plan of action that is relevant to you and your whānau.

RUGBY 7'S

Last weekend our Rugby 7's teams played in the Hawkes Bay Secondary Schools 7's competition in Waipukurau.



The girls team, who is captained by Amelia Pasikala, played 4 games with results that put them through to the final. They faced Karamu and

came away with the win. Whilst at the tournament, Amelia Pasikala, Aprilia Huata, and Rakai McCafferty were selected for the HB Under 18's 7's team. What a great achievement!



Similarly, the boys team, captained by Hugh Taylor, played exceptionally well and also made it into the finals. They played

against Karamu and came away with the win and the co-ed cup. Hugh Taylor was chosen as the MVP for the tournament. Well done to all the players!

SWIMMING



Wairoa College student, Shanice McNabb, attended the NZ Division 2 swimming championships in Dunedin last week. This was held over 4 days and Shanice qualified for 5 races. She traveled down with the Hawkes Bay Poverty Bay team on Tuesday 12th and returned Sunday

17th. Shanice did really well, 1 PB in her 100m Individual Medley and made 2 finals, finishing 6th in the girls 15yr old 50m Free and 7th in the 100m Free. Shanice was also the fastest Freestyle swimmer for her age in the Central North Island and was picked to represent this area in the zonal relay in which they won bronze.

ASPIRING LEADERS 2019

Congratulations to the following students who were selected to be apart of the 2019 Aspiring Leaders team:

Alexander Johnson	Runic Keefe
Montana Kirby	Abby Morunga
Paradise Rewi-Munro	Ahhaan Shah
Callum Spence	Aldrin Thomas
Rhyllie Horua Edwards Hartley	James Vennell
Te Awhina Wihapi-Nia Nia	

These students were selected by the Hawkes Bay Community fitness centre, who came to Wairoa College and held a 3 day selection programme.

The selected students will be travelling to the Hastings Sports park, once a month, the tutors will also be coming to Wairoa College once a month to work with the students here. They will be running programmes, which include, leadership, fitness, skills, rock climbing, agility, nutrition and more.



GOLDEN SHEARS



Year 9 student, Ryka Swann travelled to Masterton earlier this month to compete at the annual Golden Shears. It was Ryka's first time competing at the golden shears, and he was one of the youngest competitors. Ryka, who has been

shearing since he was 10years old, said the sheep were being a little bit difficult and kicking lots, but he managed to do a great job and came 24th out of 46 other novice shearers. Ryka's father, and older brother Keith, also shored at the Golden Shears. Keith who is a former Wairoa College student, came 4th in the Intermediate section. A great acheivment by the Swann family at the Golden Shears.

COACHES WANTED 2019 SEASON!!

- Netball Yr11 Seniors
- Netball Yr9-10
- Basketball Boys Yr9-10
- Basketball Girls Yr 9-10
- Basketball Boys Senior Yr 11-13
- Basketball Girls Senior Yr 11-13

Without coaches these teams will not play this season. If anyone can help out with any of the above teams please contact Toby Taylor 027 658 5916



WAIROA 10th GRADE RUGBY TRAINING

Training will start this Saturday 23rd March from 10am till 12 o'clock at Lambton Square. Bring running shoes and a drink. If you played Primary grade and or D grade last year then it applies to you or are 10 years old at the 1st of January this year.

Thanks,

Andrew Powdrell (0276228088).

TERM 1 CALENDAR OF EVENTS

MAR

- 22 - Trades Academy Taradale
Trades Academy Gisborne
Year 11 Agriculture on Wairoa Farms
Restricted Drivers Licence
- 26 - Kaumatua Day
Learners License Course
Restricted Drivers Licence
- 29 - Trades Academy Taradale
Trades Academy Gisborne
Year 11 Agriculture on Wairoa Farms

APR

- 2 - NCEA Workshop with Lhi Te Iwimate
- 5 - Trades Academy Taradale
Trades Academy Gisborne
Year 11 Agriculture on Wairoa Farms
- 6 - CACTUS longest day
- 8 - Basic Leaders Course - Service Academy
- 9 - Careers Expo
- 12 - Trades Academy Taradale
Trades Academy Gisborne
Year 11 Agriculture on Wairoa Farms
LAST DAY OF TERM ONE

SMEDLEY CADETSHIP OPEN DAYS

**SATURDAY & SUNDAY 8th & 9th JUNE
STARTING AT 2PM**



If you are seriously committed to applying for a cadetship at Smedley it is **ESSENTIAL**, that you attend one of these Open Days. They are an ideal opportunity to have your questions about Smedley answered and to find out what is expected of THE Smedley Cadets.

Smedley Station is situated at the end of Smedley Road, off Highway 50, Tikokino, Central Hawke's Bay.

**APPLICATIONS CLOSE on
THE 19th OF JULY**

Send to – The Training Manager, Tom Goodger, Smedley Station
RD 4, Waipawa 4274

**CHECK OUT OUR NEW WEBSITE -
www.smedley.ac.nz**



ROTARY INTERNATIONAL YOUTH EXCHANGE ONE YEAR EXCHANGE PROGRAMME

INFORMATION SEMINAR

Does the thought of a one-year exchange living in a different country, learning a new language and culture and attending a foreign school appeal?

Departure is in January returning in January the following year. The program is open to high school students aged 16 – 18 in January of the year you depart New Zealand.

Applications for exchange during 2020 close on 12th April 2019

Over past years our students have

- Danced Tango on the rooftops under the stars in Catamarca, Argentina.
- Undertaken a 17-day bus trip visiting 7 countries, with other exchange students from all around the world.
- Enjoyed cheap shopping in Paraguay.
- Made an igloo and slept in it in Canada.
- Spent a week sailing in Croatia.
- Lived with views of 3000m high snowy mountains in Austria.
- Flown to Patagonia for horse trekking.
- Gone surfing in the North Sea.
- Became a Viking apprentice.
- Travelled through Northern Brazil for a month with 42 other exchanges.
- Gone mountain boarding in Switzerland at ski camp.
- Spent two weeks sunbathing in South France, sampling amazing food.

Please contact Helen Tattersall on 0220795133 or email hitattersall@hotmail.com for more details on becoming a Rotary International Youth Exchange (RIYE) Student for one year. If you are interested in living in a different country, attending school, learning a new language, are aged between 16 to 18, and you want to know more then check out our face-book and website at:
<http://www.rotary9930.org/Page/youth-rye>
<https://www.facebook.com/RIYE9930>
and register your interest to attend the:

ROTARY YOUTH EXCHANGE INFORMATION SEMINAR

Come and join Rotarians and past exchange students on
SATURDAY 30th MARCH @ 11am

**Rotary Clubrooms
(Behind Taradale Town Hall)**

Cnr Meeanee and Lee Rds, Taradale

**Queries or to Register email hjtattersall@hotmail.com
or just come along to hear all about RIYE**



DATES:

Friday 9 August, 2019 - Preliminary Judging and Designer Showcase.
Saturday 10 August, 2019 - Finalist Rehearsals and Public Show.

VENUE:

Peak Vision Church, 568 Te Mata Mangateretere Road, Havelock North.

ENTRY:

Entry is FREE and open to aspiring and experienced designers aged 5 upwards.
Enter online at www.ediblefashionawards.co.nz from Wednesday 1 May, 2019.

DEADLINES:

The deadline to register your entry is **Friday 14 June, 2019** (no late registrations will be accepted). You can continue to work on your entry until the event on 9 August!
Final design descriptions must be submitted by **Friday 26 July, 2019** (no late submissions will be accepted).

THEME:

Designs must reflect the 2019 theme - "WILD".
This year we've also created sub-themes to inspire designers in each age group, but in the spirit of inspiration, you are not limited to the sub-themes - if you have a fantastic WILD-inspired design that doesn't fit the sub-theme for your age group, we say go for it anyway - take a walk on the wild side... your wild side.

CATEGORIES:

Designers should enter their Age Group Category and may also enter the Jewellery & Accessory and/or the Keep Hastings Beautiful Open Category with the same design.
Designers, who do not wish to enter a full design may enter a jewellery and/or accessory only item into the Jewellery & Accessory Open Category.

Age Group Categories

Nurture Designer (Years 1-8, with unlimited help from an adult) - "WILD About Colour"
Junior Designer (Years 1-6) - "WILD Creatures"
Intermediate Designer (Years 7-8) - "WILD Habitats"
Senior Designer (Years 9-13, or up to age 17 if not in school) - "WILD Future"
Adult Designer (Age 18 and above) - "WILD Passion"

Open Categories

Jewellery & Accessory Award
Keep Hastings Beautiful Award
Avant-garde Award (judges selection)
Top Model Award (judges selection)
People's Choice Award (public selection)

FROM THE CAREERS DEPARTMENT

Experience EIT's FREE School Holiday Workshops

For Year 11/12/13 school students
or people 15-18 years old. (You don't need to be at school to take part)
MONDAY, 15 APRIL



Book your Taster programme
online at tasters.eit.ac.nz or
call 0800 22 55 348

THE EXPERIENCE YOU NEED
& THE SUPPORT TO SUCCEED



TUESDAY, 16 APRIL

GAME PROGRAMMING

Computing Systems
Get a taste of programming as you learn how to make your own game. You will learn to use JavaScript programming language, along with HTML and CSS, to develop a web-based game with Canvas. Moreover, you can share your online game with others afterward.
9am - 12pm | Tuesday, 16 April | FREE



BEAUTY SCHOOL 101: NAIL SHAPES

Beauty Therapy
Come and learn fingernail shaping skills in our fully-equipped beauty clinic. You will learn the different nail shapes and get to try out filing techniques.
9am - 11am | Tuesday, 16 April | FREE



MODERN BUSINESS

Business Studies
Discover what it takes to succeed in business and how to get ahead. From management to marketing, budgets to networking, explore the intricacies of a modern business environment.
9am - 12pm | Tuesday, 16 April | FREE

CREATING THE HYBRID

Visual Arts and Design
It's time to stretch your imagination and vision! Your brief is to blend/hybridise two or more differing 'images' to compose a new creation of your choice.
9am - 12pm | Tuesday, 16 April | FREE

FROM VINE TO WINE

Wine Science
Interested in science and love the outdoors? Get two experience-filled days of hands-on activity. Process grapes in our winery, analyse the juice in our state-of-the-art laboratory and begin the process of making wine. Year 12-13 only.
9am - 3pm | Tuesday and Wednesday, 16-17 April | FREE



Book your FREE Taster programme online at tasters.eit.ac.nz or call 0800 22 55 348
Priority spaces for Year 12 and 13

ADVENTURES AND VACAYS

Tourism
Want to go places? Here's your chance to find out about the tourism and travel industry and get the skills you need to be part of it.
9am - 11am | Monday, 15 April | FREE

TEASE TO PLEASE

Hairstyling
Teasing, curling, pinning and cutting are all essential parts of a hairdresser's art. Try your hand at creating hairstyles on our practice mannequins and each other.
9am - 11am | Monday, 15 April | FREE



BACK TO BASICS

Agriculture and Horticulture
If you want to get a feel for what a job in the primary industries is all about, come join us for a half day and learn the science behind New Zealand's largest industries.
9am - 12pm | Monday, 15 April | FREE



Book your FREE Taster programme online at tasters.eit.ac.nz or call 0800 22 55 348
Priority spaces for Year 12 and 13

WEDNESDAY, 17 APRIL

MOVIE MAGIC

Screen Production
Experience the magic, intricacies and wizardry of the camera. Be in front of the camera, behind the camera or take on the role of director - come and try out the roles on set.
9am - 12pm | Wednesday, 17 April | FREE



Book your
FREE Taster programme online at
tasters.eit.ac.nz
or
call **0800 22 55 348**
Priority spaces for Year 12 and 13



THE EXPERIENCE YOU NEED
& THE SUPPORT TO SUCCEED

HOLIDAY PROGRAMME



April Holiday Code Camp | 2019

15 & 16 April - Wairoa College

Presented by



FREE

Learn How To Build
Your Own Websites,
Games and Apps in
2 Days of Pure Fun

Register Today!

Open To All Wairoa College Students

Limited Number Of Places

See Mr Oosthuizen HOF Technology (T4) if interested

A Guide to Understanding Self-Injury

for Parents and Families of Those Who Self-Injure

What is Self-Injury?

Non-Suicidal Self-Injury (NSSI), also referred to as self-injury or self-harm, is the deliberate and direct destruction of one's body tissue without suicidal intent and not for body modification purposes. Therefore, this definition does not include tattooing or piercing, or indirect injury such as substance abuse and eating disorders.

This type of self-injury is different than "self-injurious behaviours" (SIB) which are commonly seen among individuals with intellectual and developmental disabilities.

Self-Injury Methods

The most common methods of self-injury include cutting, burning, scratching and bruising. These injuries can range in severity from minor to moderate. Self-injury can start at any age, but most people who self-injure start when they are teenagers. Many people who start self-injuring in their teens continue into adulthood, while others may start self-injuring as adults.

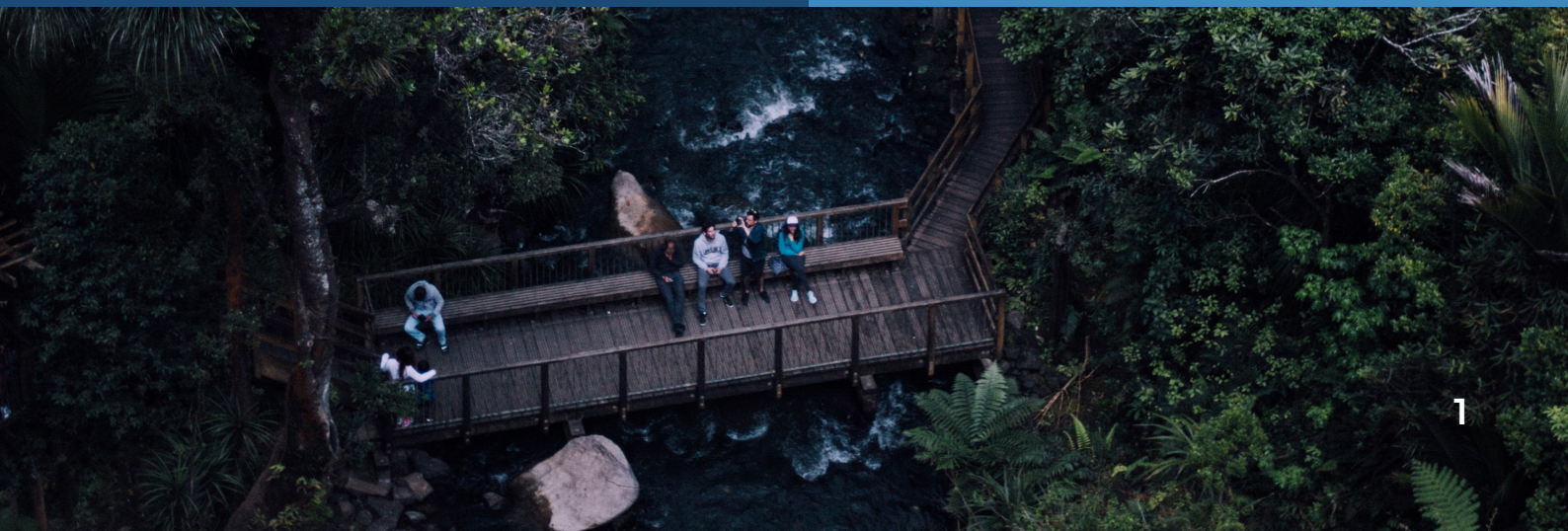
Although anyone at any age may begin to engage in self-injury, research shows that the most common age of onset for self-injury is early adolescence (9-14 years), more than half of young adults who have engaged in self-injury recall starting at this time, however slightly less than a quarter recall starting before age 12.

Percentage

While it is difficult to really know, research suggests that up to 25% of youth and young adults in the community report engaging in self-injury at least once in their life.

Fast Facts: why self-injury?

- Most people who self-injure say they do it to feel better, to express their pain and/or to stop feeling numb.
- As a parent/caregiver of a child who is self-injuring it can feel almost impossible to understand how your child might feel the self-injury "helps".
- Parents of youth or young adults who self-injure often report that their son/daughter never really communicated well about their feelings.
- As parents we find listening to our children's pain difficult, so we try to problem solve or suggest a more positive viewpoint. This can feel like "not listening" to our children.
- Have patience. There are often setbacks along the road to recovery. This is completely normal.



How Should I React to My Child's Self Injuring Behaviour?

Finding out that your son/daughter is self-injuring can be very difficult. Whether your son/daughter is a minor (adolescent or younger) or a young adult or even an older adult, it is still hard to believe or understand.

Common reactions include:

- Shocked and horrified (e.g.: "How could they cut or burn themselves?")
- Confusion and worry (e.g.: "What is wrong with them?" or "Are they mentally ill?")
- Anger that they could do this ("Why don't they just stop?") and even sometimes having thoughts that they are doing it to get attention or to manipulate those around them.
- Deep sadness that your son/daughter is doing this.
- Guilt, wondering what you may have done to make them do this, and guilt for feeling anger about the self-injury.



These are all VERY normal reactions to have.

Parents struggle in dealing with a son/daughter who self-injures, many different and confusing feelings come up and it is important to know that these are normal reactions but that to help your son/daughter some of these feelings should not be shared with him/her.

In addition to these reactions, you likely have several questions. You may be wondering about self-injury and why your son/daughter would intentionally hurt him- or herself. You likely want to know what the different signs of self-injury may be and then how to talk about it with your son/daughter. You likely want to know where you can learn more about it to best help him/her.

Below, we address these very common concerns and provide important information about self-injury and what parents can do to help their son/daughter. We have provided information that applies to all parents and caregivers: parents of young children, adolescents, young adults and older adults.

How do I know if my child is Self-Injuring?

Sometimes parents are unsure if their son/daughter is self-injuring. For many people, self-injury is secretive; it is often hard for them to discuss it with anyone. At times, this secrecy may even be a signal that something is wrong – especially if this is a significant change for your son/daughter.

Another important sign to look for is a significant change in his/her mood or behaviour.

Communicating with your son/daughter, even if they are living away from home, checking in and talking to them about your concerns is important (and we provide a few steps on how to bring up self-injury with your son/daughter below).

Often, when people self-injure, they experience more distress and other negative moods (e.g., sadness, frustration); they also become more distant from those around them, they may withdraw from others. Also parents of youth or young adults who self-injure often report that their son/daughter never really communicated well about their feelings.

Here are a few other possible signs of self-injury that are important to be aware of:

1. Unexplained cuts, burns or bruises; these typically occur on the arms, legs and stomach.
2. Finding razors, sharps, knives or other items that may be used to self-injure.
3. Noticing that your son/daughter is spending less time with peers, friends, with you and other family members. They may spend much more time alone.
4. Noticing that your son/daughter is wearing clothing that doesn't quite match the weather. Since many individuals will self-injure on their arms and legs, these body parts may be covered up – even during very warm weather (e.g., wearing a long-sleeved shirt and pants on hot summer days). Wide band leather bracelets are common for young people to use to cover up cuts and scratches on the wrist.



How do I talk to my child about Self-Injury?

There are a few things that may be helpful when talking about self-injury with your son/daughter:

1. It is important to then get professional help. You can talk to your family doctor, G.P. or a mental health professional. Getting professional help will be very important. You can't treat self-injury yourself.
2. Choose a good time to speak with your son/daughter. It is best to talk privately in a place where you can both be comfortable and when you feel calm.
3. Be honest about your level of concern.
4. Be aware of your emotions. If you are very angry, it may not be a good time to have the conversation and you may need to take a time-out for you first. If you are having trouble staying calm, this may also be a sign that it may not be a good time to have the conversation. Having the conversation when you are calm will be important.
5. Start by telling your son/daughter why you are concerned and why you believe he/she may be injuring himself/herself.
6. Focus the conversation on your son/daughter's feelings and behaviours.
7. Do not lecture, accuse, or threaten (e.g., with ultimatums) your teen.
8. Ask open-ended questions using a supportive and calm tone. Work with your son/daughter to understand what he or she is going through.
9. Reassure your teen that he/she will not be punished for self-injury.
10. If your son/daughter is receptive to the conversation, ask questions about self-injury (e.g., how long he/she has been doing it, how often, where the self-injury occurs and why it is done, including how it makes them feel). This can help you to better understand what your son/daughter is experiencing and may be helpful in determining where to go for help.

If your son/daughter refuses to talk about it, that's okay. It can be difficult for them to talk about it at first. Repeat your concerns and tell him/her that you will try to have the conversation again later. When you do, try to follow these approaches in the next conversation.



How can I help my child?

1. DO NOT ignore the problem. Self-injury is most often a sign of distress and may indicate mental health difficulties. Although it is tempting to see it as a “fad” or “stage” it is not in your son/daughter’s best interests to do so.
2. Remember that you want to build trust with your son/daughter during initial conversations. You and your family can play an important role in supporting your son/daughter as he/she works to learn healthier ways to cope.
3. Listen to what your son/daughter says and how they feel. As parents we find listening to our children’s pain difficult so we try to problem solve or suggest a more positive viewpoint. This can feel like “not listening” to our children. We need to listen WITHOUT trying to correct, problem solve or suggest, just confirming with them what we are hearing.
4. If your son/daughter is at immediate risk of any potentially life-threatening behaviour (i.e., suicidal thoughts or actions) take him/her to your doctor or hospital. When someone is at risk of a life-threatening action, those around them are obliged to take them to the hospital for evaluation. If they refuse to go you can and should call the police to help you manage. This is in the situation where you believe they may do something life threatening to themselves or others. If there is no immediate risk, you can talk to your son/daughter before taking them to see a doctor or mental health professional or encouraging them to see someone (if they are an adult).
5. Many people first go to their family doctor but treatment will also involve other professionals (e.g., a psychologist, psychiatrist, counsellor, social worker). Often, your family doctor can provide a referral. You can also look for one of these professionals in a private practice in your community.
6. Have patience. There are often setbacks along the road to recovery. This is completely normal. Treatment will take time. Have patience.
7. Remember to maintain a positive outlook and keep communicating with your son/daughter throughout the treatment process.
8. You should also take care of yourself to successfully support your son/daughter with self-injury. Some caregivers find that it is helpful to talk to a mental health professional as well. Make sure you still do things for yourself.
9. Learning about self-injury is also important; the more you know, the more you’ll be able to support your son/daughter in his/her recovery. We’ve outlined a few helpful resources on the last page.





What Treatments Work?

It is important to know about treatments that are often used for self-injury. We've outlined a few of these below. Remember that treatment often takes some time to be effective (so, don't expect immediate results).

Professional involvement can be very helpful, however, the individual involved must be ready and motivated to change. If your son/daughter is not willing to seek formal treatment there are resources that he/she can use on their own to help them to begin to develop healthier coping.

Some therapies are individually based, meaning a mental health professional will work one-on-one with your son/daughter. Parents may be involved in some aspects of therapy but the majority of sessions will likely involve your son/daughter working with a mental health worker. Sometimes, therapy may be group-based, meaning that your son/daughter will be in a session with others who also self-injure.

Finally, some therapies can be family-oriented, which involves more sessions with your son/daughter and other family members. Treatment for self-injury will often take a few different forms.

Two commonly used approaches include:

Cognitive Behaviour Therapy (CBT): Many individuals who self-injure will have negative thoughts (e.g., I'm stupid, I hate myself). CBT works to help individuals challenge these thoughts and the feelings they relate to (e.g., sadness) when they happen. This helps individuals to cope better with self-injury. CBT can also involve other ways to cope with urges to self-injure (e.g., what to do instead) and involves helping individuals to get involved with the things they may have stopped doing (e.g., time with family/friends, hobbies).

Dialectical Behaviour Therapy (DBT): DBT includes many of the components of CBT mentioned above. But, it also includes teaching people how to recognize negative emotions and how to talk about their feelings with others. Another key part of DBT is helping people to cope with negative feelings when they happen and how to cope with self-injury urges. DBT also involves teaching mindfulness, meditation and relaxation skills.

How Does Age Impact Self-Injury?

Issues specific to if your son/daughter is a MINOR (under 18)

If your son/daughter is younger than 18, there are certain specific considerations around self-injury that do not apply if he/she is an adult.

1. Although you may have the ability to “take away privileges” or “punish” your son/daughter, it is essential that they are not punished for the self-injury. They need support in stopping and may not be able to stop easily. Punishing or threatening often just results in the behaviour becoming hidden.
2. You have the right to force your child to go to treatment and you may need to do so if they are engaging in life threatening behaviours or are unable to function. However, far better results are obtained if they are motivated to seek treatment. This is more likely to occur if you suggest that they “try” seeing a supportive mental health professional rather than insisting.
3. Having your son/daughter living with you often results in parents wanting to “guard” them against self-injury by watching them or attempting to remove all possible self-injury tools. This is not recommended as it will likely lead to an increase in the behaviour.



Issues specific to if your son/daughter is an ADULT

1. If your son/daughter is living away you may want them to come home so you can watch him/her more closely. This is not always in his/her best interests. Do not assume that coming home will make the self-injury better.
2. It is particularly hard with an adult son/daughter who is self-injuring because he/she cannot be forced into treatment unless his/her behaviour is clearly life threatening. It can be very frustrating to see that he/she needs help or support and yet is unwilling to seek it out. Acknowledge to yourself that you do NOT have control over whether he/she seeks professional help. Do not let your frustration over this issue become the focus of your relationship with your son/daughter which may then lead to a shutting down in communication.
3. Learn as much as you can about self-injury so that you can demonstrate your understanding when your son/daughter does communicate with you.

Can My Child Stop Self-Injuring?

Self-injury is not a life-sentence. People CAN and DO STOP self-injuring. However, the longer a person self injures, the more difficult it can be to stop. It is important to remember that stopping a behaviour that has become a frequently used unhealthy coping strategy will take time and effort and having support in doing this, would be helpful.

Many people who self-injure do it in private and work very hard to keep it a secret. In these cases, the self injury may sometimes be accidentally discovered. Some people who self-injure will tell one or two close friends or family members; often they will tell others who self-injure when they're online. Other people who self-injure will talk to a professional (like a counsellor, psychologist or a doctor) about their self-injury.

It is important that people who self-injure are provided with helpful resources and, if Mental health professionals (such as counsellors, social workers, psychologists and psychiatrists) are trained to help people learn healthier ways to cope and can be helpful in supporting someone who self-injures.

Some people who self-injure are not ready and/or willing to seek professional help. It is possible to learn healthier ways to cope without a professional but it may be extremely difficult. People who self-injure cannot be forced to stop. Sometimes people who self-injure do not want to stop self-injuring.

Remember that self-injury serves a purpose and stopping can be difficult. When people who self-injure start learning healthy ways to cope, then they find stopping self-injury easier.

Where Can I Find More Information?

There is a growing selection of tools and guides available online to help those who self-injure, their loved ones and the professionals who are working with them. Here are some places we recommend:

The Mental Health Foundation in New Zealand offers online factsheet with advice about self-care and supporting others, and links to other resources and help services.

<https://www.mentalhealth.org.nz/get-help/a-z/resource/49/self-harm>

Common Ground – a short guide for parents, families and friends of teenagers:

<http://www.commonground.org.nz/common-issues/the-hard-stuff/self-harm/>

Youthline provides real-time 24/7 free phone, text, email and online counselling to support young people who are self-harming – and can also provide this support for parents and family. Free phone 24/7: 0800 376 633, free text 234 or email talk@youthline.co.nz

<https://www.youthline.co.nz/self-harm.html>

Lifeline provides real-time 24/7 free phone, text, email and online counselling to support young people who are self-harming – and can also provide this support for parents and family. Free phone 24/7: 0800 543 354 (0800 LIFELINE)

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Disclaimer: All information in this guide is provided for information and education purposes only. The information is not intended to substitute the advice of a mental health professional. You should always consult your doctor for specific information on personal health matters, or other relevant professionals to ensure that your own circumstances are considered.

Please feel free to download and share this resource where it can support a person or their family experiencing self-injurious behaviours.

