

Guidane for Educational SetingsFollowing the Suspectedr Known Attempted Suicide afChild or Youngerson.

WC Education Respective Service and breastershime County Cound Public Health

March 2024

Purpose of this guidance

When there is an attempted suicide ithin a school community there is usually a profound sense of shock. It is, therefore, important to have already thought through a plan of action as it is cometimes difficult to think clearly atthese times. You may find the following guidance helpful when considering the action to take in the event of known or suspected tempted suicide or cluster of suicide attempts within your pupil population.

Within this document, links to external websites and documents websites included as potential resources for schools, fanties and young people. Wherevery effort has been made to check their suitability, externalisites are not under our control and their content may change without warning. We provide these links as a section and cannot guarantee their continued suitability.

Definitions

Suicide Suicide is death resulting from an intentional, selfnflicted act

Suicide attempt When someone harms themselves with an intent to end their life.

Suicide ideation Thoughts of suicide which can range from ideas about ending your life to having a specific plan.

Suicidecontagion tZ 0E }v }0E u }0E šZ v w " 3ñ ã }s[N7`h17DB5

Using this guidance

This resource is structured into three sections.

- x ImmediateResponse
- x Medium Term Response
- x Long Term Response

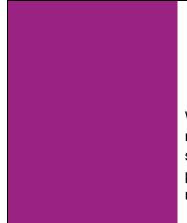
Eachsectionincludes local actions for theten individual and those within the setting and wider community plue review of school college processes to prevent further suicide attempts.

Evaluation

This guidance will be evaluated in January 2023 gucation settings that use any aspect of this guidance are asked to contribute to the evaluation the time the guidance is useby submitting feedback via this survey link https://forms.office.com/bnc

Becomingaware of a suicide attempt

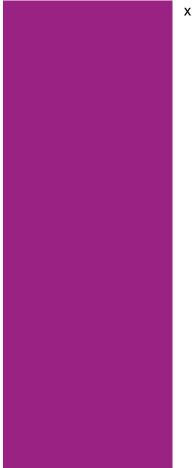




 Follow school/college emergency management protocol / safeguarding procedures

When the student is safe and under medical supervision, the school/college should move to meeting the pupil/students[mediumto long term needs.

	Chose the most natural member of school staff with an existing good relationship with the family to maintain contact. Is there a direct telephone line for the family to contact the school?	porting-YourChildA-Guide for-Parents.pdf After a Suicide Attempt: A guide for families and friends (Herefordshire and Worcestershire Health and Care Trust)
Liaison with CAMHS	Suicide and selfiarm are complex and	
	rarely due to one factor A crisis for young people is rarely due to a mental health problem alon@ndtriggers for crisis can be mulfiactorial. Some of these maybe external factors (wider societalissues) A mental health crisis occurs when the level of distress and risk presented is not supported or containedat that moment in time provoking aroverwhelmingand	
	 emotional response o an event x If a child is open to AMHS, the schoolshould inform the CAMHS duty teamvia CAMHS Single Point of Access (SPA) Phoneno. 01905 681961t ask for the CAMHS duty team. 	
	 x If it is not known if a childroung personis open to CAMHS and the are immediate concernshe school shouldcalINHS 11 br t } CE • š CE uzgeCEmental health helpline0808 1969127 	
	 x If a pupil is not open to CAMHos does not need immediate medical attention (physically or mentally) the school shouldadviseyoung person and theiparent/carers (Á]šZšZÇ}µvP‰)0E• that the young person sees their G 	



	 groupandprovidethem with this WC guidance document. x Students who have been bereaved by suicide. x Consider siblings/cousins/friends who may have recently moved to a new school and inform theinew school. x Students who have lost a family member by suicide.
Monitor patterns of attempts/self harm	Use the spreadsheet inppendix4 to monitor any further attempts and self harm across the pupil populationThe spreadsheet may include those who have been identified as part of the Circles of Vulnerability exercise or othe young people where suicide attempts of unexpected/more intenseelf-harm comes to light. This allowconnections to be madebetween attempts or increasedself-harm and developing clustersto be identified.Consider any social media or websites that young people mention or messaging groups that are being used to discuss suicide, self-harm or pacts. If a possible cluster of attempted suicideor self-harm is suspecteds a result of using the tool in AppendikOR if messaging groups are being used to discuss suicideontactPublicHealth at rts@worcestershire.gov.u(Real Time

share (seepage 5)timay be useful to have a staff meeting following a significant event to review the respons as well as allow for staff to **l**a

Staff members should be offered support for themselves and appropriate information, training and advice for supporting pupils. mental health, there are various sources of support:

Text Z t K K [ôšñ}î ñ ô (} confidential text support 24/7

Herefordshire and Worcestershire Talking Therapies<u>Welcome to NHS</u> <u>Talking Therapies | Talking</u> <u>Therapies (hwhct.nhs.uk)</u>

The following national resources have been created specifically for staff in an educational setting and may be useful to share

https://www.twinkl.co.uk/r esources/twinkl partnerships/mind Long Term Response

Review School/College Suicide Prevention Plan Review the school/college Suicide Prevention Plan.

Further information, guidance and support:

Acknowledgements

With thanks to Halton District Council Public Health Team for their collaborative approach to this topic.

Appendix1: Data/Information Sharing

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sha**infgrof**ation for the purposes of keeping children and young people safe.

To effectively share information:

{All practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to arry out their safeguarding role. Information which is $OE = 0 \quad \hat{A}$

Appendix 2: Safety Plan: Guidance and Blank Template

Guidance template

Name:		
Tutor Group:		
Date of Plan:	Date completed	
Completed with (parents, care	rs/other):	
If not completed with parents/carers, reasons:		
Adults who are		
Aware of this plan:		
Named n this plan:		
Trusted adults in school:		
Adjustments		
Consideworking up to full time hours, academic assessment adjustments, permission to leave class to to designated safe spaces/person within school/college.		
Identify specific staff within the school/college to whom student aao essideally two should be identified to ensure availability.		
School/college[•‰ZÇ•]vÀojŒ}vu vuš Ç30Z šµ]0Eµ•šu.vš•		
Alterations to class allocation and address issues with other geople who may present risks mentally		
and physically.		
How will I know when I need touse my safety plan?		
Consider thoughts, feelings, behaviours		
What are my coping strategies to help me with my thoughts and feelings?		
	at will halp in achdit@aning to music, going for a walk with company	

e.g., What has helped before? What will help in schdod? ening to music, going for a walk with someone, talking to dhers, going to safe space with staff,

e.g., Talk to me, remind me of my self sooth box, worry monster and wellbeing box, ask me about my distraction preferences, go for a walk and talk.

What professionals/adults can I contact?

e.g.,Teacher/School/Parent/Carer/Social worker/MHTiS/ GP

I can also access help from:	NHS 111	
	From April 2024, call 111 for 24/7 access to mental health support	
	Worcestershire urgent mental health helpline:	
	(24 hrs). Where a trained professional will be available to take your call	
	where a trained professional will be available to take your call	
	Kooth: https://www.kooth.com/ for online counselling (until 10pm)	
	Make an appointment with your GPphone number:	
	Supportive friends:	
	Family Members:	
	Useful websites	
	https://youngminds.org.uk/	
	https://www.barnardos.org.uk/	
	https://www.samaritans.org/	
	Useful Apps:Headspace Self-help App for the Mind (SAM) / Breathe	
	Other:	
For more urgent medical advice or attention:		
1. Call NHS 111 (Option 2) and describe the presenting symptoms		
2. Go to your pearest accident and emergency department or		
2. Go to your nearest accident and emergency department or		
3. Dial999(}OEv u μο ν](CU}μ[ÁCE;OEOEs[ZCS])μ=0CEu‰š}0CEP šš]Áv}PCE)=OE		
advised to so by NHS 111		

Blank emplate for use:

Name:		
Tutor Group:		
Date of Plan:		
Completed with (parents, carers/other):		
If not completed withparents/ca	arers, reasons:	
Adults who are		
Aware of this plan:		
Named h this plan:		
Trusted adults in school:		
Adjustments		
How will I know when I need to	use my safety plan?	
What are my coping strategies	to help me with my thoughts afeet lings?	
What resources can I access in	n school/college to help me with these feelings?	
What can my trusted adult do to help me?		
	· · ·	
M/hot professionals/adults	Leontoxt2	
What professionals/adults can I contact?		

Appendix 3: Circles d/ulnerability

The Circlesof Vulnerability tool is away of identifying which individuals or groups may require additional support or monitoring due to multiple riskfactors. While originally designed for use in the caseof suicide, or critical incidents, it remains a useful tool for structuring thinking after a suicide attempt.

First, consider who wasgeographically or physically abset the young personat the timeor shortly after they made the suicide attemp(if an incident happened for example on school grounds), or who lives close to the young persorConsider home educated young people and those out of school.

Psychological proximity refers to those who relate to the young person through cultural connections, shared experiences (e.g. fellow victims of bullying, teammembers, clasmates, etc.) or the perception of having similar characteristics. Consider young people who may have a family member or friend who had by suicide.

Social poximity refers to the relationships someone has with the youngperson who made the attempt. This can include family, friends, social circles, or a romantic intere

Appendix4: Spreadsheet to monitor patterns of attempts

This template can be used by the schoollegeto monitor suicide attempts and increased self harm.

Ensure that this document

- x remainsconfidential
- x hasno namesincluded
- x is password protected and
- x data sharing agreements are checkadd agreed before sharing with outside agencies

All recipients must be asked to delete all copies at the erady SPAG meetings unless agreed otherwise by the school.



Appendix 5: Terms dReferenceand Agendafor a Suicide Postvention Action Group (SPAG)

Terms of Reference

Aim

A responsed prevent a further suicide attempt or a cluster of attempts from developing. To minimise the longer term mental and emotional distress, **the** limpact, that arises from a suicide attempt.

Objectives

- x To decide what action needs to be taken to minimise the chance of further suicide attempt particularly protecting vulnerable & impressionable individuals
- x Tooversee and coordinate the actiomeeded to support young people impacted the suicide attempts of a pup(br staff member).
- x To coordinate this response acrossengcies
- x To escalate concerns to Public Healthrom@worcestershre.gov.uk (Real Time Surveillae) or telephone 01905 768053ask for the Suicide Prevention Team, Publicalth.

Membership

- x Headteacher (Chair)
- x School DSL(s)
- x Senior Mental Health Lead
- x SENCO
- x WC Safeguardinlgad/rep
- x School based mentalealth support
- x Educational Psycholics
- x CAMHS
- x School Nurs
- x WEST/Act on It Rep if applideb
- x Note taker

If a possible cluster of attempted iscideor self-harm is identified as a result of using the tool in Appendix 2, contacts@worcestershire.gov.ufor advice. A Public Health rep should then be invited to join the SPAG and nitay be appropriate to also invite reps from the following teams to the SPAG:

- x WC Comms
- x Primary Care rep e.GP

Frequency of meetings

This will be dependent on the planned action and timescales. It is suggested bere are at least two meetings initially more frequenly.

Notes

x Action notes will be kept and circulated after each meeting

Accountability

x The Headteaches responsible foinitiating the SPACbut all members are expected to respondand attend meetings.

x The SPA@vill report on action taken (maintainingonfidentiality)to the Boardof Governors and WCC Safeguardinegid.

Agenda

XXXX School Suicide Prevention Action Group Agenda
Date:

Appendix6: Suicide attempt pathway

INITIAL RESPONSE (IMMEDIATE)

Assess medical risk (see immediate response pag**e**)

999/A&E

For a young person who is matedical risk of suicide and refusing A& Eg. overdose)call 999

MEDIUMTERM RESPONSE (DAY**S**WEEKS)