



Broadway Academy Trust Policies

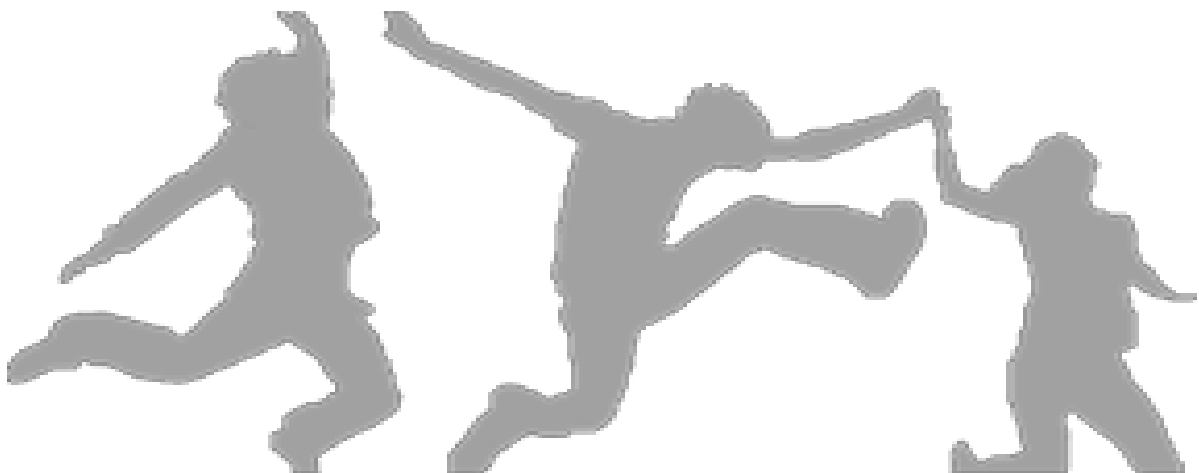
Our Children. Our Community. Believe it can be done!

Safer Schools Suicide Policy

Approved by: Deep Experience/Support Committee

Date approved: May 2026

Next review date: May 2029



Contents

	Section	Page
1	<u>Policy Statement</u>	2
2	<u>Scope</u>	2
3	<u>Policy Aims and Beliefs</u>	3
4	<u>Terminology</u>	3
5	<u>Roles and Responsibilities</u>	4
6	<u>Prevention</u>	4
7	<u>Intervention</u>	5
8	<u>Postvention</u>	7
	Appendices	
	<u>Appendix A Suicide Safety Plan</u>	8
	<u>Appendix B Staff Quick Reference Guide “If a Student Says They Want to Die”</u>	14
	<u>Appendix C School Suicide Postvention Plan</u>	15

1. Policy Statement

- 1.1 Broadway Academy Trust is committed to creating a suicide-safer school community in which students feel safe, supported, and able to seek help when they are struggling.

The Trust recognises that:

- Suicide is the leading cause of death in young people.
- Suicidal thoughts can affect young people.
- Early identification and compassionate support can prevent suicide.
- We play an important role in suicide prevention.

- 1.2 This policy reflects the framework promoted by PAPYRUS Prevention of Young Suicide, which emphasises:

- Prevention
- Intervention
- Postvention

- 1.3 The policy should be read alongside the following policies:

- Safeguarding and Child Protection
- Pupil Mental Health and Wellbeing
- Behaviour
- Anti-Bullying
- Attendance Policy
- Online Safety
- Self-Harm

2. Scope

- 2.1 This policy applies to:

- all students
- teaching and support staff
- volunteers
- governors
- visitors

It applies to incidents occurring in school, during school activities, online where safeguarding concerns arise and outside school where student welfare is affected.

3. Policy Aims and Beliefs

- 3.1 This policy aims to:

- promote a whole-school approach to mental health and suicide prevention
- equip staff to recognise suicide risk and respond appropriately
- ensure students know how to seek help
- establish clear procedures for responding to suicide risk
- provide structured support after suicide attempts or deaths
- support staff wellbeing when managing distressing incidents

- 3.2 Broadway Academy acknowledges that:

Suicidal thoughts are common

We acknowledge that thoughts of suicide are common among young people.

Suicide is complex

We believe that every suicide is a tragedy. There are contributing factors surrounding a suicide and the reasons are often complex and individual to that person. However, we believe that there are lessons that may be learned from each death that may help prevent future deaths.

Stigma inhibits support and early intervention

We recognise that the stigma surrounding suicide and mental illness can be both a barrier to seeking help and a barrier to offering help. Broadway Academy Trust is committed to tackling suicide stigma. In our language and in our working relationships, we will promote open, sensitive talk that does not stigmatise and perpetuate taboos. This will include avoiding the use of language which perpetuates unhelpful notions that suicide is criminal, sinful or selfish. We know that unhelpful myths and misconceptions surrounding suicide can inhibit young people in seeking and finding appropriate help when it is most needed.

Suicide is everyone's business

As a school community, we recognise that pupils may seek out someone whom they trust with their concerns and worries. Cultural or religious beliefs may deter someone from seeking help due to their beliefs about suicide being contrary to norms and values. This may also be due to mistrust of professionals and reluctance to engage with appropriate services. We want to play our part in supporting any student who may have thoughts of suicide.

Safety is very important

We know that students who are having thoughts of suicide may or may not also be behaving in a way that puts their life in danger (suicide behaviours). Students experiencing suicidal thoughts are potentially at risk of acting on these thoughts. Those who are already engaging in suicide behaviours are also clearly at risk of death or harm. The Academy Trust wants to work with our students who may be thinking about suicide or acting on their thoughts of suicide. We want to support them, sometimes working in partnership with family, caregivers and other professionals where this may enhance suicide safety.

Suicide is a difficult thing to talk about

We know that a child or young person who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will equip adults with the skills to identify when a pupil may be struggling with thoughts of suicide. These adults will be trained to keep our young people safe.

Talking about suicide does not create or worsen risk

We will provide our students with opportunities to speak openly about their worries with people who are ready, willing and able to support them. We want to make it possible for schoolchildren and young people, and those who support them at this school, to do so safely. This will be in a way that leads to

support and help where this is needed. We will do all we can to refrain from acting in a way that stops a pupil seeking the help they need when they are struggling with thoughts of suicide. Talking about suicide in a careful, compassionate and responsible way does not increase the likelihood that someone will harm themselves.

4. Terminology

- 4.1 Suicidal ideations, often referred to as suicidal thoughts or ideas, is a term used to describe a range of thoughts, wishes, and preoccupations with death and/or suicide.
- 4.2 Anyone who expresses suicidal ideation must be considered at risk of suicide as it is impossible to predict who is likely to act on these thoughts. An individual might admit to wanting to die but may deny they have a plan to do so. Warning signs that suicidal ideation is more than this includes saying goodbye to loved ones and giving away possessions.
- 4.3 Some risk factors may include:
- bullying (online and offline)
 - fear of failure
 - overemphasise on academic success
 - addiction
 - depression or a mood disorder
 - history of suicide in the family
 - history of trauma
 - previous suicide attempt

5. Roles and Responsibilities

- 5.1 Safeguarding and protecting children and promoting their wellbeing is everyone's responsibility. Anyone who encounters young people and their families plays an important role in doing this effectively, including recognising concerns, sharing information, and taking timely action.
- 5.2 Our governors and leadership team will be clear about how we will respond in the event of a suicide. The Head will designate a named response team within our plan with clearly defined responsibilities including leadership, family liaison and any communications with external agencies, including the media.
- 5.3 We will have a clear picture of who has received general suicide awareness education and commit to this being refreshed periodically (at least every three years). We will identify a team of people who are trained in Applied Suicide Intervention Skills Training (ASIST) and/or Suicide Prevention – Explore, Ask, Keep-Safe (SP-EAK). This team will be drawn from across the whole school community, not just from one department.
- 5.4 We will have a clear policy about how staff should work together where thoughts of suicide or suicide behaviours are known among our young people.

We will manage the sharing of information in a way that enhances safety. All staff will do their best to support students while recognising the limit of their expertise. Our role as a school is to help keep students safe, while the young person, their parents/carers and external professionals work together to access appropriate specialist support.

5.5 All suicide-related concerns will be recorded within the school safeguarding system, My Concern. Records will include:

- date and nature of concern
- actions taken
- referrals made
- follow-up support
- information will be shared only on a need-to-know basis.

6. Prevention

6.1 Mental health culture

The school promotes emotional wellbeing, resilience, help-seeking behaviours and reduced stigma around mental health.

This is actioned through the curriculum, including PSHE / RSHE lessons, assemblies, tutor time and awareness events. Topics include emotional regulation, coping strategies, online safety, help-seeking.

6.2 Staff training and identifying students at risk

All staff will receive training on:

- Recognising suicide warning signs:
 - verbal indicators include talking about death or suicide, expressing hopelessness, saying goodbye
 - behavioural indicators include withdrawal from friends, risk-taking behaviour, self-harm, sudden behaviour changes, giving away possessions
 - emotional indicators include persistent sadness, anger, anxiety, feeling trapped or worthless
- Responding to disclosures
- Safeguarding procedures

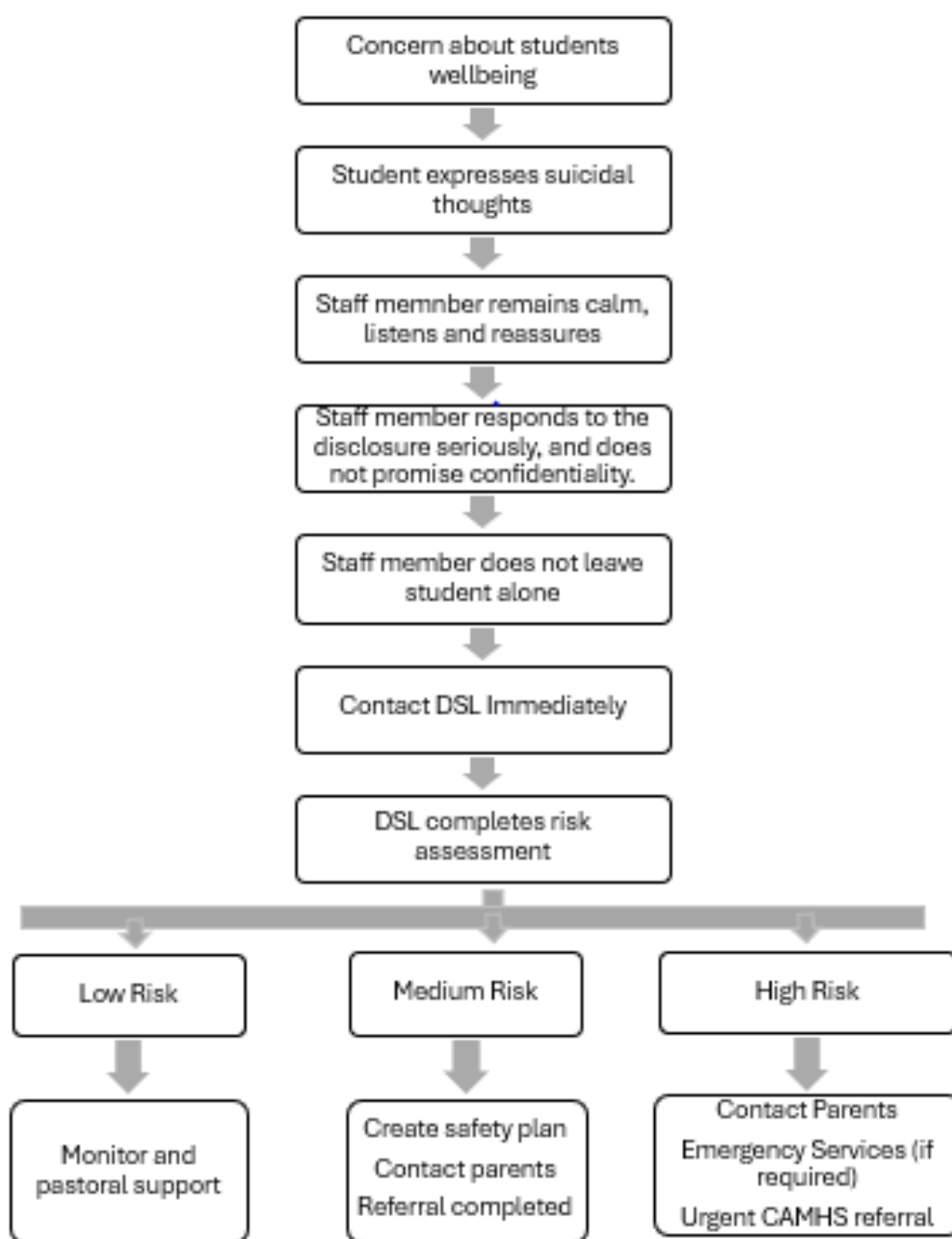
Any concerns must be reported to the DSL immediately.

7. Intervention

7.1 Immediate response

If a student expresses suicidal thoughts the suicide risk response flowchart on the following page must be followed:

Suicide Risk Response Flowchart



7.2 Working with parents and carers

Parents/carers will normally be informed when suicide risk is identified.

The Academy will:

- Share safeguarding concerns
- Work collaboratively with families
- Provide signposting to support services, such as HOPELINE247 (from PAPYRUS Prevention of Young Suicide), CAMHS, GP services, local mental health teams
- Exceptions may apply where informing parents could increase risk.

8. Postvention

If a suicide occurs within the Academy community:

- The governors and leadership team will implement a postvention plan which will include supporting grieving students and staff, providing information about support services, reducing risk of suicide contagion, maintaining safe communication, confirming accurate information, coordinating communication with families
- The school will avoid speculation and sharing method details
- Support for students may include counselling, safe discussion spaces, monitoring vulnerable students and staff supervision.
- Support for staff may include debrief opportunities, access to counselling or supervision, support from senior leadership.

Appendix A: Suicide Safety Plan

**BROADWAY ACADEMY
SUICIDE SAFETY PLAN**



Adapted from Papyrus – Prevention of Young Suicide

When thoughts of suicide are overwhelming, staying safe for even short periods of time takes a great deal of strength. This plan is to use during those crisis times.

It isn't a plan of how to rid yourself of thoughts of suicide. This plan looks at staying safe for now so that you still have the chance to get through the moment and access long-term support. Thoughts and feelings can change, it doesn't mean you will feel like this forever.

Let's concentrate on what you can do right now to give your thoughts and feelings the opportunity to change.

Why do I want to stay safe?

What are the reasons I don't want to die today? Are there people or animals that make me want to stay safe? Do I have hope that things might change? Am I afraid of dying? Do I want to stay alive just for right now?

Making my environment safer:

Whilst I am focusing on safety, how can I make it harder to act on any plans I might have for suicide? Where can I put things I could use to harm myself, so they are harder to get to if I get overwhelmed?

This doesn't mean having to get rid of them forever. It is because I am looking at staying safe right now, and if these things make it harder for me to do this, I want to make it harder to use them. This will give me time to connect to that part of me that doesn't want to die.

What might make it harder for me to stay safe right now and what can I do about this?

Do I use any drugs, alcohol or medication to cope? These can make it harder to stay safe if they make me more impulsive or make my mood lower: What can I do to make this safer?

If I have acted on thoughts of suicide before, what made it harder to stay safe that I might need to consider while staying safe today?

Do I have any mental health concerns or symptoms that make it harder to stay safe? How can I help with these?

What can I do right now that will keep me safe?

What coping strategies can I use? What has worked in the past? Is there anywhere I can go that will feel safe?

What strengths do I have that I can use to keep myself safe?

What strengths do I have as a person and how might this keep me safe?

What do people who care about me say about this? Am I creative?

Determined? Caring? Do I have faith or any positive statements I use for inspiration? How can I use this in my plan to stay safe right now?

Who can I reach out to for help?

If I can't stay safe, who is available to help me? Who has helped me in the past? What helplines or emergency contacts can I use?

- 101 for non-emergency support
- 999 for emergency support
- NHS 111 for medical advice
- HOPELINEUK (0800 068 4141)

Long-term support plan:

After staying safe-for-now from suicide, what longer-term support do I want? How might I access this? What do I need to change for my thoughts of suicide to change? Where might I start to get any help with this?

- Talk to my GP

Use this space to express your thoughts.

HOPELINK UK

Call: 0800 068 4141

Text: 07860 039 967

Email: pat@papyrus-uk.org

Open every day 9am - midnight.

www.papyrus-uk.org

Our Suicide Prevention Advisers are ready to support you.

Registered charity number: 107089

Appendix B: Staff Quick Reference Guide “If a Student Says They Want to Die”

1. Take It Seriously

If a student says something like:

- “I want to die”
- “I wish I wasn't here”
- “Everyone would be better off without me”

Treat this as a **safeguarding concern**.

2. Stay Calm and Listen

- Give the student your full attention
- Avoid judgement
- Thank them for telling you

Example response:

“I'm really glad you told me. I'm here to help.”

3. Ask Direct Questions

Research shows asking about suicide **does not increase risk**.

Examples:

- “Are you thinking about harming yourself?”
- “Have you thought about suicide?”

4. Do NOT

- Promise confidentiality
- Leave the student alone
- Dismiss their feelings
- Investigate alone without informing safeguarding staff

5. Immediately Inform the DSL

Contact the **Designated Safeguarding Lead** or **Deputy DSL**.
If they are unavailable, inform **Senior Leadership**.

6. Stay With the Student

Until responsibility is transferred to safeguarding staff.

7. Record the Concern on My Concern

Provide a written account including:

- What the student said
- Observations
- Time and date

Appendix C: School Suicide Postvention Plan

The postvention plan helps the school to respond safely and compassionately after a suicide or suspected suicide. It aims to:

- Support students and staff who are grieving
- Reduce the risk of suicide contagion
- Maintain safe and responsible communication.
- Provide ongoing monitoring and support.

Stage 1: Immediate Response (First 24 hours)

1. Confirm information – avoid speculation, ensure the information is accurate and verify the facts with police or family.
2. Activate a School Response Team to meet and coordinate the response.
3. Contact the family – express condolences, ask the family the information they are comfortable sharing, discuss how it will be communicated with students by the school. Respect the wishes of the family wherever possible.
4. Inform Staff – staff should be informed before students so they can provide support. Staff briefing should include known facts, how to respond and support available for staff.

Stage 2: Communication with students.

Communication should use factual language, avoid describing the suicide methods, encourage students to seek support.

Stage 3: Supporting Students

School will prioritise students who:

- Close friends of the deceased
- Witnessed events
- Have previous mental health concerns
- Have an history of self-harm.

Support may include:

- Counselling
- Small group support sessions
- Safe spaces during the school day
- Increased pastoral monitoring

Stage 4: Supporting Staff

Staff may experience grief or distress, schools should provide

- Staff debrief sessions
- Access to wellbeing support
- Time to talk with leadership

Stage 5: Longer-term monitoring

- Monitor vulnerable students
- Maintain communication with families
- Provide counselling.