

# Coalbrookdale & Ironbridge C.E. Primary School



## **Suicide Intervention Policy**

Last review: Spring 2026

Responsible: M. Dhaliwal (Headteacher)

Review Date: Spring 2028

## **Vision Statement**

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Living life in all its fullness' is at the heart of everything we do and believe.

At Coalbrookdale & Ironbridge C.E Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond.

We strongly believe that children learn best and achieve their full potential when they are happy and feel secure. We strive to provide a safe learning environment with a warm and welcoming atmosphere that fosters a sense of belonging among children, staff, families and the wider community. We value each individual's uniqueness and diversity, promoting respect and acceptance of one another as equals and celebrating the differences that make our community so special.

We have high expectations of the children, and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities, and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of Coalbrookdale & Ironbridge with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of trust, responsibility, respect, compassion and perseverance, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential.

### **'Flourishing For All'**

This policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability as well as SEND, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

'Let us always meet each other with a smile, for the smile is the beginning of love.'  
Mother Teresa.

## 1. Statement of Purpose

At Coalbrookdale and Ironbridge CE Primary School, the safety, wellbeing and flourishing of all children and young people is our highest priority. This Suicide Intervention and Prevention Policy sits within our wider safeguarding framework and fully aligns with Keeping Children Safe in Education (KCSIE) 2025.

We recognise that emotional distress, mental ill-health, self-harm and suicidal ideation can affect children and young people, including those of primary age. Schools play a vital role in prevention, early identification, intervention and protection. This policy aims to ensure that:

- Children and young people feel safe, listened to and supported
- All concerns about suicide, self-harm or significant emotional distress are treated as safeguarding concerns
- Staff are confident to recognise risk, respond appropriately and act without delay
- Clear procedures are in place to reduce risk and escalate concerns
- We work effectively with parents/carers and external agencies to keep children safe

This policy should be read alongside our Child Protection and Safeguarding Policy, Behaviour Policy, Health and Safety Policy, SEND Policy and Attendance Policy.

## 2. Underpinning Principles

Our approach is built on the following principles:

### 2.1 Connectedness

Strong, trusting relationships are protective. Children and young people who experience suicidal thoughts may feel unable to share their feelings due to fear, shame or worry about consequences. We are committed to building a culture where pupils feel known, valued and able to talk to trusted adults.

### 2.2 Safe Spaces and Language

We will provide safe, supportive opportunities for pupils to share worries and concerns. Staff will use calm, non-judgemental language and reinforce the message that nothing is too big or too serious to be shared.

### 2.3 Reducing Access to Means

We will take all reasonable steps to ensure that the physical environment of the school reduces access to potential means of self-harm or suicide. This includes:

- Regular health and safety risk assessments
- Monitoring and safe storage of potentially harmful items (e.g. scissors, compasses, pencil sharpeners)
- Restricting access to high-risk areas
- Securing hazardous substances

### 2.4 See – Say – Signpost

The school adopts the principles of See – Say – Signpost:

- See: notice warning signs and changes in behaviour
- Say: talk openly and sensitively
- Signpost: connect pupils to appropriate support

Relevant staff will undertake appropriate suicide awareness training, refreshed periodically.

Future In Mind training is undertaken by our Pastoral Lead (Gemma Ricks) who also receives training relating to suicide prevention and support strategies to implement in school.



### 3. Our Beliefs About Suicide and Self-Harm

We acknowledge that:

- Suicidal thoughts are more common than often realised
- Suicide is complex and rarely caused by a single factor
- Every suicide is a tragedy and deeply affects families, schools and communities
- Stigma around suicide and mental health can prevent help-seeking and must be challenged

**We are committed to:**

- Using respectful, non-stigmatising language
- Challenging myths and misconceptions
- Promoting open discussion in age-appropriate and safe ways

### 4. Prevention and Early Intervention (KCSIE 2025 aligned)

#### 4.1 Suicide and Self-Harm as Safeguarding Concerns

In line with KCSIE 2025, the school recognises that:

- Mental health problems, self-harm and suicidal ideation can be indicators of abuse, neglect or exploitation
- Any disclosure, behaviour or concern relating to suicidal thoughts must be treated as a safeguarding concern, not solely a mental health issue

All staff must follow safeguarding procedures and involve a Designated Safeguarding Lead (DSL) immediately.

#### 4.2 Whole-School Responsibility

Suicide prevention is everyone's responsibility. Pupils may disclose concerns to any trusted adult, including teaching staff, support staff, lunchtime supervisors or volunteers. All staff must:

- Take disclosures seriously
- Listen calmly and without judgement
- Never promise confidentiality
- Share concerns immediately with a DSL

#### 4.3 Talking About Suicide

We recognise that asking a child or young person directly about suicidal thoughts does not increase risk and can reduce isolation. Age-appropriate, sensitive conversations are a protective factor and form part of effective safeguarding practice.

#### 4.4 Identifying Risk and Vulnerability

Staff will remain alert to indicators of distress, including but not limited to:

- Significant changes in behaviour, mood, sleep or appetite
- Withdrawal from friends, learning or activities
- Expressions of hopelessness, fear, worthlessness or feeling like a burden
- Talking or writing about death or wanting to disappear
- Self-harm behaviours or risk-taking
- Attendance concerns or persistent absence

Staff will be particularly vigilant for children who may be more vulnerable, including those with SEND, those experiencing trauma, bereavement, family breakdown, abuse or neglect.

## **5. Responding to Concerns and Disclosures (Safeguarding Procedures)**

### **5.1 Immediate Risk**

If a pupil is believed to be at immediate risk of harm:

- Stay with the pupil at all times
- Do not leave them alone or send them away
- Do not promise confidentiality
- Inform a DSL immediately
- The DSL will consider contacting emergency services, children's social care and/or BeeU Services.

This response aligns with KCSIE expectations for managing urgent safeguarding concerns.

### **5.2 Non-Immediate but Significant Risk**

Where a pupil discloses suicidal thoughts but there is no immediate danger:

- Listen calmly and reassure the pupil they have done the right thing
- Record concerns accurately, factually and promptly
- Refer to the DSL without delay
- The DSL will assess risk, consider early help or statutory intervention, and decide next steps

### **5.3 Information Sharing**

Information will be shared:

- On a need-to-know basis only
- In line with KCSIE 2025 information-sharing principles
- Where it enhances safety and protects the child

Concerns about suicide will never be withheld due to uncertainty or fear of overreacting.

### **5.4 Working with Parents and External Agencies**

Unless doing so would place the child at increased risk, parents/carers will be informed and involved. The school will work in partnership with:

- Children's social care
- Health professionals (including BeeU)
- Educational Psychology and other support services

All decisions will be guided by safeguarding principles and the best interests of the child.

## **6. Roles and Responsibilities**

### **6.1 Interim Executive Board (IEB)**

IEB will:

- Ensure this policy is implemented and reviewed
- Support leadership in maintaining a safe and supportive school culture

### **6.2 Headteacher and Senior Leadership Team**

The leadership team will:

- Ensure clear procedures are in place
- Allocate responsibilities in the event of a serious incident
- Ensure staff training is prioritised and refreshed

### **6.3 Designated Safeguarding Leads (DSLs)**

DSLs will:

- Lead responses to concerns about suicide risk
- Coordinate support plans
- Liaise with families and external agencies
- Ensure accurate record keeping

### **6.4 All Staff**

All staff will:

- Be vigilant to signs of distress
- Respond appropriately to disclosures
- Follow safeguarding procedures without delay

## **7. Postvention, Serious Incidents and Bereavement Support**

KCSIE recognises the profound impact of serious safeguarding incidents, including suicide, on school communities.

In the event of a suicide or serious incident affecting the school community, we will:

- Follow local authority, safeguarding partner and DfE guidance
- Inform the DSL, Headteacher and Chair of IEB immediately
- Work closely with children's social care and other agencies
- Provide appropriate emotional support for pupils and staff
- Manage communication sensitively, including guidance around social media
- Record actions and decisions carefully

We recognise that suicide bereavement is complex and may require long-term support. The school will signpost families and staff to specialist services as appropriate.