



DANES EDUCATIONAL TRUST

SUICIDE AWARE PREVENTION AND POSTVENTION POLICY

Name of School

This is a DET suggested template but must not be adopted by a school until the appropriate training has taken place.

(School to adapt highlighted sections with school specific information- delete this note)

RESPONSIBILITIES	
To determine and approve policy and ensure compliance	DET Central Services Team
To implement, deliver and comply	Headteacher
APPROVAL DATE	July 2025
COMMITTEE	DET CEO
DURATION	2 years
REVIEW DATE	Autumn 2027
TRUST / SCHOOL LEAD	Director of Education / Headteacher
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.	



DANES EDUCATIONAL TRUST

STATEMENT OF INTENT

Awareness of suicide and its impact on children, young people, and the wider school community is of vital importance. This policy is committed to fostering a culture where suicide prevention is understood, discussed appropriately, and responded to with care and compassion.

Through a three-pronged approach—prevention, intervention, and postvention—we aim to promote positive mental health and wellbeing in a safe, supportive environment.

Early intervention will help support early recovery, enabling self-help tools and providing access to effective interventions and referral processes. Postvention support is also vital for children, young people and staff to ensure that they receive bereavement support which is timely and effective to meet their needs and reduce further risks.

This policy should be read in conjunction with the following policies:

- Bereavement Policy

1. PREVENTION

In addition to engaging with the key areas of the Suicide Aware Prevention and Postvention Charter our school will complete the following interventions

- Our school has a suicide awareness policy in place which is owned and understood by the whole school community and is reviewed on a regular basis. Papyrus have provided schools with a resource '[Building Suicide Safer Schools](#)' to support this.
- Identified staff have taken up the free Herts Mind Network Spot the signs for CYP training and engaged with the '[Spot the Signs and Save a Life](#)'. This is a suicide prevention campaign run in partnership with the Hertfordshire Partnership University NHS Foundation Trust, Mind in Mid Herts and Hertfordshire Mind Network. We have also engaged with the Ollie Foundation Suicide Prevention Training Courses, and other relevant training (suicidepreventionherts.org.uk) -DELETE WHICH ONES DO NOT APPLY
- Our school has a whole school approach in line with the DfE [Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](#) 8 principles, which supports prevention, identification, early support and access to specialists for emotional wellbeing and mental health throughout the school community. We have a whole school approach action plan which is reviewed annually.
- Supporting mental health is of paramount importance to our school community; we recognise that academic performance can be impaired by mental ill health.

2. INTERVENTION

All staff are aware of and promote [The StayAlive App](#) which is a pocket suicide prevention resource for the UK, packed full of useful information to help you stay safe. It can be used if someone is having thoughts of suicide or if you are concerned about someone else who may be considering suicide. It is



also a helpful app to find out information on how you can support someone in the future. In addition to the resources, the app includes a safety plan, customisable reasons for living, and a life box.

* All guidance and information within the app are reviewed and updated every 6 months to check all resources are updated and links are in working order

Our school ensures that Staff Wellbeing is a key priority. The Designated Safeguarding lead is provided with regular supervision and other staff are able to access peer support and an employee assistance programme. Our whole school approach to Mental Health and Wellbeing includes staff wellbeing as one of its key elements and is reviewed regularly.

We are aware of the following resources:

- [Education Support helpline](#) - free and confidential emotional support for teachers and education staff (A national free service)
- [NHS Hertfordshire and Mid Essex Talking Therapies](#) (hpft.nhs.uk)
- [Togetherall](#)
- [Ten ways to support school staff wellbeing](#) | Anna Freud - Anna Freud National Centre for Children and Families
- [Every Mind Matters](#) - NHS (www.nhs.uk)
- [Mindful Teachers](#)
- [Education Support](#), supporting teachers and education staff

3. POSTVENTION SUPPORT (ALSO REFER TO BEREAVEMENT POLICY)

We will engage with the (funded) crisis services provided by the [Educational Psychology Service \(ISL\)](#) [Educational Psychology Service](#) (hertfordshire.gov.uk) and [Safe Space Counselling](#).

We will ensure that the pupils and families affected are aware of CHUMS the suicide bereavement service commissioned to provide support for Hertfordshire & West Essex and support them to contact the service for support if they wish.

We will refer to our Trust Bereavement Policy which contains information on how to appropriately communicate with parents/ carers following a suicide. Support and signposting will also be considered for the wider parent/ carer network to enable them to support their children/young people. The parent of the individual will require compassion, honesty and appropriate time to process the event.

In the event of a suicide or attempted suicide within our school community we will deliver support when needed to everyone that needs it, for as long as it is needed.

We will ensure discussion of suicide is not glamorised or glorified. Accounts will be factual with appropriate information (i.e. not including method or place of suicide) in order to minimise exposure. We will consider the use of language when talking about suicide. Staff should ensure to use language that dispels the stigma of suicide (e.g. 'died by suicide' instead of 'committed') and gently and appropriately encourage pupils to do the same, much like staff would challenge discriminatory language.



We will consider how to honour and remember pupil, staff, or other adults, at future events in a way that is respectful but not triggering e.g. end of year celebrations

In the event of a suicide or attempted suicide within our school community we will conduct a thorough review and implement appropriate changes to our Suicide Aware strategy and our whole school approach to mental health and wellbeing.

4. MONITORING AND REVIEW

This policy will be reviewed and amended as necessary as identified on the front page of the policy.



Equality Impact Assessment Form

People responsible for overseeing the EIA
Chris Marks, Director of Education
Name of the policy, procedure or project
Suicide Aware Prevention and Postvention Policy
What are the main purposes or aims of the policy, procedure or project?
<p>Awareness of suicide and its impact on children, young people, and the wider school community is of vital importance. This policy is committed to fostering a culture where suicide prevention is understood, discussed appropriately, and responded to with care and compassion.</p> <p>Through a three-pronged approach—prevention, intervention, and postvention—we aim to promote positive mental health and wellbeing in a safe, supportive environment.</p> <p>Early intervention will help support early recovery, enabling self-help tools and providing access to effective interventions and referral processes. Postvention support is also vital for children, young people and staff to ensure that they receive bereavement support which is timely and effective to meet their needs and reduce further risks.</p>
Who will be the beneficiaries of the policy, procedure or project?
Learners, staff and families
Have you consulted on this policy, procedure or project?
Yes, with all headteachers, Inclusion Director and DSLs



Complete the following table and give reasons/comments for where:

The policy, procedure or project could have a positive impact on any person or group because of one of the following aspects of their identity (this includes equality of opportunity of access)

The policy, procedure or project could have a negative impact on, or disadvantage, a person or group because of one of the following aspects of their identity.

(At this stage, it is important to consider the requirements placed upon a school as per the Equality Act 2010.)

Groups	Positive impact		Negative impact		Comments
	High	Low	High	Low	
Race					
Religion or belief					
Sexual orientation					
Sex					
Disability	x				Strong links to Mental health
Age					
Gender reassignment					
Pregnancy and maternity					

Marriage and civil partnership					
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Where there is negative impact, what actions could be taken to amend the policy, procedure or project to minimise the negative impact?



If there is no evidence that the policy, procedure or project promotes equality, equal opportunities or improves relationships between people with different protected characteristics, what amendments could be made to achieve this?
How will the policy, procedure or project be implemented including any necessary training?
Headteacher will ensure the policy is followed

Version control (to be removed by Policy Officer prior to publication)

Version	Date	Document name	Details
1	Summer 2025	SUICIDE AWARE PREVENTION AND POSTVENTION POLICY	This template policy is for secondary schools to adopt once they have completed the relevant training. It is based on recommendations from the NHS school guidance document available on thegrid (dated Sept 2024)
2	Click or tap to enter a date.	Document name	Details
3	Click or tap to enter a date.	Document name	Details

