

**School guidance:  
Responding in the  
event of a  
suspected pupil  
suicide**

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# Responding in the event of a suspected pupil suicide

## Introduction

Recommendation: Keep this document in your critical incident file and use it to develop your own policy, as part of your overarching Mental Health and Wellbeing school policy and whole school/college approach to emotional health wellbeing and resilience.

This document is intended to provide guidance to schools\* and colleges in the event of a suspected pupil suicide\*\* but can equally provide guidance in the event of a traumatic death of a pupil (such as by drug overdose or accident) or of a staff member. This guidance forms part of the Community Action Plan (figure 1) for responding to and preventing further suicide in children and young people, since in young people especially, exposure to suicide may lead to increased risk of their own suicidal thoughts.

Schools play an important role in reducing the likelihood of copycat behaviour and helping recovery by preparing and responding to the situation appropriately. National guidance recommends that schools should aim to respond to a suspected suicide within 48 hours<sup>1</sup>. This is necessary to maintain the structure and order of the school routine, while facilitating the expression of grief.

This guidance has been written in accordance with national guidance, best practice and professional advice and can be used to develop your school suspected suicide policy<sup>2</sup>.

## Definitions

**At risk;** A pupil who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behaviour suggesting the onset or deterioration of a mental health condition. The pupil may have thought about suicide including potential means of death and may have a plan. In addition, the pupil may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain.

**Suicide;** Death caused by self-directed injurious behaviour with any intent to die as a result of the behaviour.

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<sup>1</sup> Samaritans (2017) How to prepare for and respond to a suspected suicide in schools and colleges. [https://www.samaritans.org/sites/default/files/kcfinder/files/HWWNIM\\_Feb17\\_Final\\_web.pdf](https://www.samaritans.org/sites/default/files/kcfinder/files/HWWNIM_Feb17_Final_web.pdf)

<sup>2</sup> PHE (2015) Identifying and responding to suicide clusters and contagion A practice resource <https://www.gov.uk/government/publications/suicide-prevention-identifying-and-responding-to-suicide-clusters>

\*The guidance refers to schools throughout but equally applies to colleges with students up to the age of 18

\*\* The guidance refers to pupils throughout but equally applies to students in school or college

Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. It is recommended that **the term 'suspected suicide' is used**, until the verdict has been made public.

## Aim

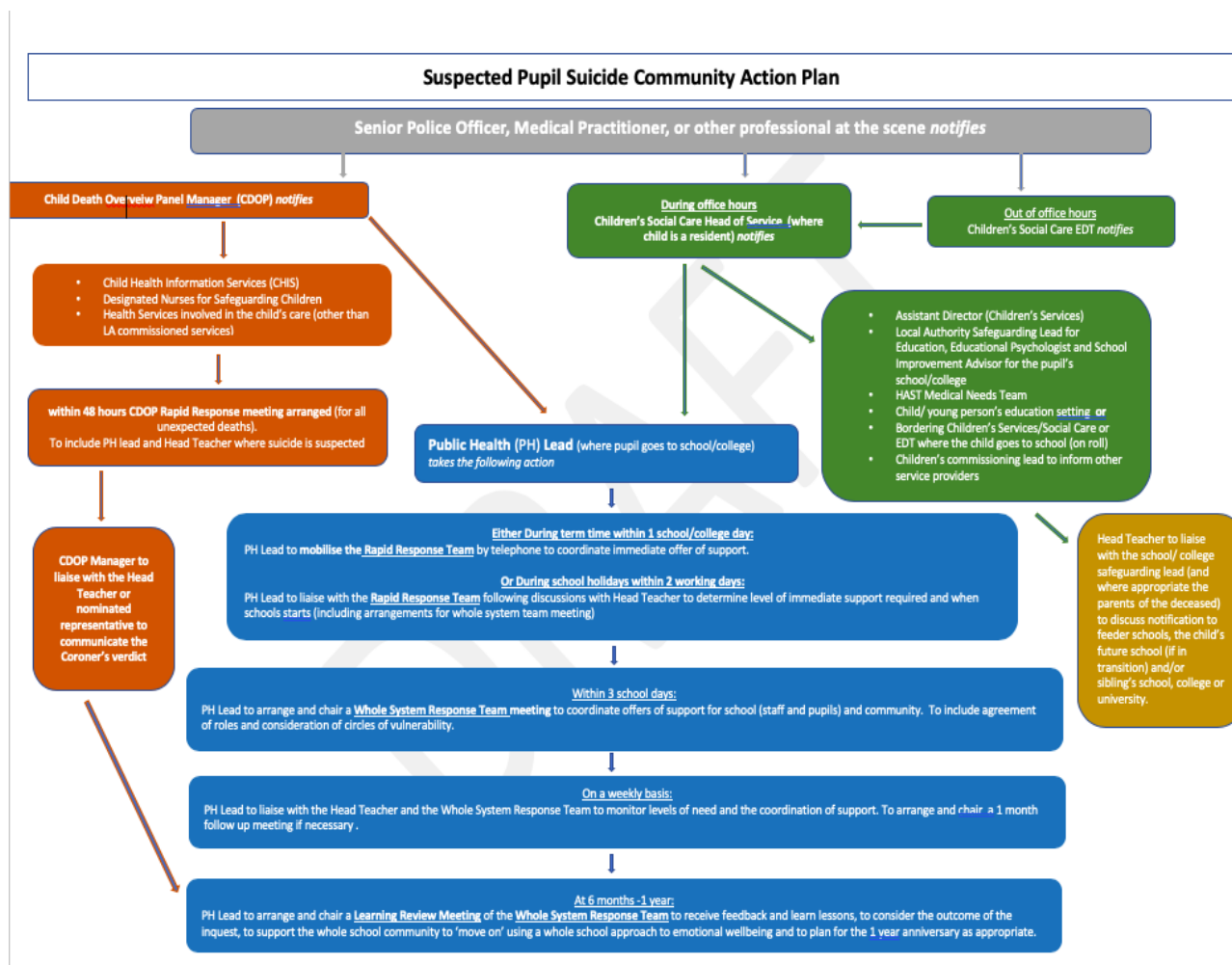
This guidance aims to ensure that your school is prepared and can react within 48 hours with a planned response that helps rebuild the wellbeing of your community and reduces the risk of further suicides.

## Suggested school statement of purpose

- We are aware that suicide is the leading cause of death in young people;
- We play a vital role in helping to prevent young suicide;
- We want to make sure that children and young people at our school are as suicide-safe as possible and that our governors, parents and carers, teaching staff, support staff, pupils and other key stakeholders share our commitment to this policy.
- We are 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.
- Our governors and leadership team will be clear about how we will respond in the event of a suicide. Each member of our named response team will have a defined responsibility within our plan.

# The Community Action Plan in the event of a pupil suspected suicide

Figure 1



Notification of a suspected suicide will be made to (Head Teacher name or nominated emergency contact) by Central Bedfordshire Children's Social Care using the emergency contact list for all schools held by Social Care (updated details will be notified to CBC by the Head Teacher or nominated representative).

**Where the pupil is under 18 years**, the Child Death Overview manager will maintain links with the family, child health services and the multi-agency Child Death Overview Panel (CDOP). The (Head Teacher name or nominated emergency contact) will be invited to a CDOP Rapid Response Meeting, within 48 hours. Information sharing will be with the prior agreement of the family. The CDOP process is not activated for students aged 18+ years.

The Public Health Suspected Suicide Lead will liaise with (Head Teacher or nominated contact name) to discuss available support for the school/college and its community and will mobilise the

Rapid Support Team (CAMHS, CHUMS, The School Nursing Service and The Samaritans service). A Whole System Response meeting will be arranged in agreement with (Head Teacher or nominated contact name) to be held at the school/college, within 3 days of notification, to coordinate the support required. Agencies present will include:

- CAMHS school worker (name and contact details)
- CHUMS Bereavement Service
- Educational Psychologist
- School Nursing Service
- Central Bedfordshire Social Care
- LSCB Business Unit
- Samaritans Step by Step service
- CBC Early Help
- Local Authority Communications
- Children's Service Social Care and Safeguarding

Follow up meetings will be arranged by the Public Health Suspected Suicide Lead in agreement with (Head Teacher or nominated contact name) as required.

A 6-month learning review meeting will be arranged by the Public Health Suspected Suicide Lead in agreement with (Head Teacher or nominated contact name)

## Suggested school/college notification procedure

### Step 1. Contact the family

As soon as formal notification has been received as detailed in the Community Action Plan above, (Head Teacher name/ Person nominated by Head Teacher name) will contact the parents to offer condolences and discuss their wishes.

### Step 2. School/College co-ordination group notification

(Head Teacher name/ Person nominated by Head Teacher name) will notify the school/college co-ordination group, consisting of the following school/college staff:

- (Contact name and emergency contact details) e.g. Welfare Lead
- (Contact name and emergency contact details) e.g. Safeguarding Lead
- (Contact name and emergency contact details) e.g. Head of Year

- (Contact name and emergency contact details)
- (Contact name and emergency contact details)

Notification will follow guidance at Appendix A.

### **Step 3. School staff notification**

After liaising with the pupil's family, *(Name of staff member/ Head Teacher)* will notify other staff members and Governors using guidance at Appendix A and with the understanding that details shared may be unsubstantiated and/or sensitive and may need to be kept confidential at this stage. Notification will initially be made directly to those involved with the deceased, followed by other staff members.

The *(Name of staff member/ Head Teacher)* will notify the school administration team to ensure standard pupil correspondence to the family is stopped.

### **Step 4. Pupil notification**

After liaising with the pupil's family pupils close to the deceased will be informed by a familiar member of staff individually - ideally face to face using the script guidance at Appendix A.

Other pupils will be informed concurrently in (class groups/tutor groups/other) following the script guidance at Appendix A. Information will be restricted to the facts and in line with the family's wishes.

## **Working with services and partners**

*(Name of staff member/ Head Teacher)* will engage with the Child Death Overview Panel Rapid Response Meeting held within 48 hours after the death.

*(Head Teacher name/ Person nominated by Head Teacher name)* and members of the co-ordination group will liaise with the CBC Public Health Suspected Suicide Response Lead to arrange and attend a Whole System Suspected Suicide Response Team meeting.

*(Name of staff member/ Head Teacher)* will liaise with the parents of the deceased to agree notification of the following settings in accordance with Appendix A, to enable increased vigilance and awareness:

- feeder school(s)
- school/college/university attended by deceased's siblings or close relatives
- any other relevant school within the local community, whether in County or over the border.

## Identifying those pupils most at risk of suicide

(Pastoral Lead/Safeguarding Lead name) will liaise with CAMHS and other specialists to identify those most at risk of suicide for specific support. These may include:

- those closely involved;
- pupils who identify with the deceased (same club, class, team or interests);
- close friends, relative or partner;
- those affected by depression, substance misuse, who self-harm, who have already experienced suicide, who have had adverse childhood experiences or who lack family or social support.

## Parent /Carer and community group communication

(Head Teacher name/ Person nominated by Head Teacher name) will notify pupil's parents by letter (see Appendix B) or by alternative appropriate means for parent/carers who cannot read English, following agreement with the family of the deceased. The family will agree the content of the letter with an understanding that any information contained within it may be used by the press.

The school will liaise with the Whole System Response Team to identify and inform relevant community groups.

## Media notification and social media coverage

(Head Teacher name/ Person nominated by Head Teacher name) will initially discuss the need to respond to the press with the parents of the deceased and subsequently at the Whole System Response Team meeting.

All media enquiries will be directed to (named person appointed by Head Teacher) and all other staff and students will be asked not to respond to journalists.

If social media communication is considered appropriate, responses will be in accordance with the guidance at Appendix C.

## Suggested tips for supporting pupils and staff

- Avoid talking about the specific case but discuss the topic of death and suicide in more general terms.
- Liaise with the CBC Public Health Suspected Suicide Lead and engage in the Whole System Response Team meetings.
- Attend the Child Death Overview Panel Rapid Response meeting within 48 hours of the death.
- Provide facilities for students/colleagues who require a quiet area and offer opportunities for further support.
- Ensure that relevant support resources are communicated to all staff and to the school community (see Appendix D).
- Reassure pupils that grief is a normal response to death, and there is no wrong or right way to grieve. Take everyone's expression of grief seriously and offer support.
- Recognise that it is natural for pupils and staff to discuss the event but encourage all pupils and staff to be mindful that any communication on social media must be respectful as it is in the public domain and that any messages they read may not be factual.
- Recognise that pupil distress might manifest in their behaviour and/or performance.
- Continue the conversation about the death in a reassuring and safe way to reduce stigma and encourage openness. Use helpful language when talking about suicide, following the guidance at Appendix E.
- Liaise with local support agencies including Samaritans, Early Help, CAMHS, CHUMS and the School Nursing Service to develop a plan to support colleagues and pupils.
- Debrief colleagues and 'check in' with pupils and encourage an ethos of care and support throughout the school.
- Ensure that staff are familiar with this policy and receive relevant training on
- what to do if there is a concern about a colleague or pupil.
- Ensure that staff know what risk factors and signs to look out for in colleagues and pupils including self-harm.
- Strike a balance between sensitivity to those who are grieving and in shock with the need to maintain the school routine
- Be sensitive to the impact of the death within different faiths
- Consult with the family about disseminating the funeral arrangements.
- Consult with the family about a short-term memorial site but avoid romanticising suicide with a prolonged memorial site. A whole school assembly may not be appropriate.
- Be aware that longer term issues may arise, particularly for those at risk and at the anniversary of the young person's death and facilitate appropriate discussion and support. The Bedfordshire CAMHS team recommend not to hold a large-scale (whole school or whole class) assembly or gathering at the 1 year anniversary. Small, discrete gatherings are recommended



eg placing a memory book in reception with a candle, allowing pupils to write a message to the deceased or their family.

- Support for staff may be required. The Bedfordshire Wellbeing Service and the Samaritans Service will be able to provide this support. (details at Appendix D)
- Resources to support emotional awareness and listening as well as other mental health and wellbeing resources for PSHE are contained in the Central Bedfordshire PSHE Network webpages [here](#)

## Sharing and updating the policy

Once the school policy has been drafted, consulted upon by staff, pupils, parents and Governors and finalised, the policy will be updated annually or when contact information changes, by the nominated Emotional Health and Wellbeing Lead in collaboration with:

- Safeguarding Lead
- Pastoral Care Lead(s)
- Vulnerable Learners Lead (Designated Teacher)
- Members of our senior leadership team
- (Other staff members as appropriate)
- School Nurse
- CAMHS school/college worker
- Students/pupils
- parents and carers.
- Emotional wellbeing Lead Governor

## Links to our other policies

- Safeguarding
- Emotional wellbeing and mental health
- Supporting pupils with medical conditions
- SEND
- PSHE
- Behaviour and attendance (disruptive, withdrawn, anxious behaviour may be related to unmet emotional or mental health need)
- (Others)

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## Appendix A<sup>3</sup>

### Script guidance for notifying staff and students

#### Aim to:

- Acknowledge that there are rumours about suicide but only use the term suspected suicide when given permission to disclose this by the family ;
- Only include the pertinent facts about the death without the details of the method of death as agreed with the family;
- Normalise the emotions experienced in response to the death;
- Encourage caring for each other and letting staff know if anyone has concerns about other pupils;
- Encourage positive ways of managing distress;
- Let staff/pupils know that support is available and how to access – i.e School Nurse ‘Drop-In’ days; the school’s CAMHS worker contact days; school’s counsellor contact details;
- Share useful resources with staff/pupils via printed cards, the school website or on notice boards: see Appendix D

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## Appendix B<sup>4</sup>

### Suggested content of letter for parents

- No reference to suicide;
- Brief pertinent information about the death(s) including what year the pupil was in;
- Confirmation of when and what the students were told;
- Encouragement to the parents/carers to let their son/daughter know that the letter has been received and that they (parents/carers) will listen to concerns;

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<sup>3</sup> PHE (2015) Identifying and responding to suicide clusters and contagion A practice resource  
<https://www.gov.uk/government/publications/suicide-prevention-identifying-and-responding-to-suicide-clusters>

<sup>4</sup> Papyrus Suicide Safer Schools <https://www.papyrus-uk.org/shop/item/suicidesafer-schools-and-colleges-guide>

- Acknowledge any parental concerns about son/daughter's reaction to the news, and normalise grief reactions;
- Guidance on how to talk to the young person;
- Encouragement to parents to discuss positive strategies to cope;
- Advice to keep connected to the young person and support them in a general sense;
- Advice to contact their GP if they or their child would like further support;
- Information on how the school is responding and supporting students, including provision of 'Drop-In' support and specific counselling to those who need it;
- Details of staff member to contact if there are any specific concerns/questions;
- Acknowledgement that the school will be carrying on their normal routines as far as possible;
- Add links to relevant websites – see below and Appendix D.

## Suggested school letter to parent/carers

### Informing them of the apparent death by suicide of a pupil (with deceased family's consent):

*Dear Parent/Carers,*

*(Name of school) is/was sad to learn of the death of one of our pupils (name- with family consent).*

*All children at the school were informed by (class teachers/ other) (when). We would encourage you to let your children know that this letter has been received by yourselves and that you are aware of the death.*

*Of course, the death of a young person evokes a considerable number of questions, worries and fears in everyone and we understand that the young person's death will come as a big shock to children, staff and parents and we want to reassure you that we are on hand to provide support and are following guidelines.*

*All staff will respond to children's questions and concerns and there will be a dedicated team coordinating emotional and practical support for the children. We would like you to direct any specific questions too (named staff member), either by phone or using their school emails found on our school web site.*

*We will continue to provide routine and continuity for all students throughout the coming weeks.*

*If parents and children wish to bring in flowers or tributes, please take them to (place/ person). We have also set up a memorial (describe memorial intentions eg placed a book on the table in which students can write a memory or a message for (name and family – with family consent)).*

*We have urged children to be especially sensitive when using social media and instant messaging and to respect the family's privacy at this very sad time*

*Professionals have given us the following advice and guidance when talking to your children and we hope this will be helpful.*

- Children can react very differently to news of a death, some may appear to carry on almost without reacting, while others may cry and be completely overcome by their feelings. It is good to remember that there is no right or wrong way to grieve and no rule book to follow.
- Be honest when talking about the death and use sensitive but honest language.
- Try not to overwhelm your child with information or give more information than asked for. Children may when receiving news of a death, ask a few questions at a time in order to process the information. Children may need to ask the same questions repeatedly.
- It is ok to acknowledge the rumours that the young person took his/her life but try to avoid speculating on things that may have been said, especially on social media.
- Reassure your children that you are available to listen and talk about the death.
- If your child is concerned and upset by how they are feeling it can help to know that other people often feel shocked, numb, angry, sad and overwhelmed by the death.
- Encourage your child to ask for support in school if needed.
- If you are concerned about the emotional and mental health of a child or adult contact a professional. If not school, contact your GP.
- If they or you are worried about them harming themselves, ask them direct questions, such as “sometimes when people feel like you do, they think about suicide and harming themselves, is that what you are thinking about”?

## Sources of support

- The Bedfordshire School Nursing Service 01525 631100 [ccs.beds.childrens.spa@nhs.net](mailto:ccs.beds.childrens.spa@nhs.net)
- Samaritans 116 123.
- Papyrus [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Hopeline tel: 0800 068 41 41 text 07786 209 697 email [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)
- Childline 08001111
- Young Minds [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Parents helpline: 0808 802 5544
- CALM [www.thecalmzone.net](http://www.thecalmzone.net) 0800 58 58 58
- Harmless [www.harmless](http://www.harmless)
- CAMHS Dunstable Emotional & Behaviour Team. Beech Close, Beech Road, Dunstable, LU6 3SD. Tel: 01582 538275
- Open Door 120 Tavistock Street, Bedford, MK40 2SA. Tel: 01234 360388
- [www.bedfordopendoor.org.uk](http://www.bedfordopendoor.org.uk)

- Relate Bedfordshire and Luton. 6 St Pauls Square, Bedford, MK40 1SQ
  - Tel: 01234 356350. [www.relatebedsandluton.org.uk](http://www.relatebedsandluton.org.uk)
  - Sorted Grove Corner, 76a High Street North, Dunstable, Bedfordshire, LU6 1LE
  - Tel: 01582 891435.[www.sortedbedfordshire.org.uk](http://www.sortedbedfordshire.org.uk)
  - CHUMS Emotional Wellbeing Service. Wrest Park Enterprise Centre, Wrest Park, Silsoe, Bedfordshire, MK45 4HS. Tel: 01525 863924.[www.chums.uk.com](http://www.chums.uk.com)
  - TacTic Centre 17 Hockliffe Street, Leighton Buzzard, Bedfordshire, LU7 1EZ
  - Tel: 01525 373838. [www.tactic-centre.co.uk](http://www.tactic-centre.co.uk)
  - TOKKO Youth Space.7 Gordon Street, Luton, Bedfordshire, LU1 2QP
  - Tel: 01582 554990. Provides informal learning activities and supporting bespoke programs for young people aged between 13 and 19. Counselling also offered by external services at Tokko base.
  - Autism Bedfordshire. 01234 350704.[www.autismbedfordshire.net](http://www.autismbedfordshire.net)
  - Bedfordshire Wellbeing Service Gilbert Hitchcock House, Bedford Health Village, 21 Kimbolton Road, Bedford, MK40 2AW.Tel: 01234 880400.[www.bedfordshirewellbeingservice.nhs.uk](http://www.bedfordshirewellbeingservice.nhs.uk)
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## Appendix C<sup>5</sup>

### Suggested media response

- A young person's suspected suicide may attract attention from the media – this could be from either local or national news organisations.
- Social media platforms mean that news of such incidents can travel quickly, and you may find yourself being contacted by a journalist seeking a comment within a short period of time.
- Whether you are contacted by email, telephone or face to face, it is important that you don't feel under any obligation to make any statement without having a chance to properly consider your position.
- Two key issues need to be thought about before issuing any communications:

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<sup>5</sup> Samaritans Media Guide (2013) <https://www.samaritans.org/media-centre/media-guidelines-reporting-suicide>

- a. Whether information about the death is in the public domain and **whether the family would be content for you to make any statement** that will essentially confirm the death;
  - b. Whether the death could be subject to any police investigation, in which you may be restricted in making any comment.
- Assuming that these key issues have been considered, it would be prudent to prepare a statement and to run this past the family as soon as possible.
  - If you have not had an opportunity to do so when approached for a comment, it is entirely appropriate for you to say that you are not yet able to share a statement but will do as soon as possible, committing to get back to them directly.
  - In drafting a statement, you may wish to consider:
    - ✓ Acknowledging the tragic loss of the young person's life and explaining that the thoughts of the teaching staff and governing body are with their family at this very difficult time;
    - ✓ Reflecting on the unique qualities of the young person, perhaps referencing any particular characteristics or contributions they have made to school life;
    - ✓ Explaining the support that you will be giving to the pupils of the school (particularly relevant for direct communications with parents/carers).
    - ✓ Avoid details of the method used or the location;
    - ✓ Avoid speculation about the 'trigger' for the death;
    - ✓ Avoid making the deceased appear heroic or brave or that his/her death was a solution to a problem;
    - ✓ Avoid endorsement of myths around suicide;
    - ✓ Bear in mind the language used;
    - ✓ Do not over emphasise the school community's expressions of grief;
    - ✓ Be sensitive to the beliefs and feelings of family and friends;
    - ✓ Encourage sharing helplines and support organisation details;
    - ✓ Bear in mind that interest is sometimes generated by campaigning groups/bereaved families, with the aim of raising awareness of the issues.

## Social media statement

If you or someone you know is feeling desperate, help is always available. The best way to honour (person's name) is to seek help if you or someone you know is struggling. If you're feeling lost, desperate or alone, please contact:

- Samaritans 116 123.
- <http://www.samaritans.org/how-we-can-help-you/what-speak-us-about/if-you%E2%80%99re-worried-about-someone-else/what-should-i-do-if-i>

- <http://www.samaritans.org/how-we-can-help-you/what-speak-us-about/if-you%E2%80%99re-worried-about-someone-else>
- Papyrus [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Hopeline tel: 0800 068 41 41 text 07786 209 697 email [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)
- Childline 08001111
- Young Minds [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Parents helpline: 0808 802 5544
- CALM [www.thecalmzone.net](http://www.thecalmzone.net) 0800 58 58 58
- Harmless [www.harmless](http://www.harmless)

## Appendix D

List of resources for staff, pupils and parents

- CAMH <https://www.elft.nhs.uk/service/189/Central-Beds-CAMHS-North>
- CHUMS <http://chums.uk.com/>
- Samaritans <https://www.samaritans.org/your-community>
- Papyrus [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Childline <https://www.childline.org.uk/info-advice/school-college-and-work/>
- Young Minds [www.youngminds.org.uk](http://www.youngminds.org.uk)
- CALM [www.thecalmzone.net](http://www.thecalmzone.net) 0800 58 58 58
- Calm harm self-help app to prevent self-harm <http://www.stem4.org.uk/calmharm/>
- Self-harm resources [https://youngminds.org.uk/what-we-do/our-projects/no-harm-done/?gclid=EAlaIqObChMlt7jm56OC2QIV7b\\_tCh00PQwKEAAYAiAAEgJ33\\_D\\_BwE](https://youngminds.org.uk/what-we-do/our-projects/no-harm-done/?gclid=EAlaIqObChMlt7jm56OC2QIV7b_tCh00PQwKEAAYAiAAEgJ33_D_BwE)
- PSHE Association How to teach about mental health and wellbeing [https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=mental%20health&&field\\_externally\\_created\\_key\\_gui\\_value=2&field\\_pshe\\_created\\_resource\\_value=1](https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=mental%20health&&field_externally_created_key_gui_value=2&field_pshe_created_resource_value=1)
- Samaritans, in partnership with Facebook has produced a guide on what to do if you are concerned about a friend. This information also applies to helping colleagues and students. <http://www.samaritans.org/sites/default/files/kcfinder/files/help-a-friend-in-need.pdf>
- DEAL (Developing Emotional Awareness and Listening) is a free teaching resource aimed at students aged approximately 14 and over and inclusive of all abilities and learning styles. It has been developed by Samaritans in consultation with young people and schools across the UK <https://www.samaritans.org/your-community/samaritans-education/deal-developing-emotional-awareness-and-listening>.

- Child bereavement UK [https://childbereavementuk.org/for-schools/?gclid=EAlalQobChMIq9WghsCC2QIVz7vtCh10-AU3EAAAYASAAEgJeZ\\_D\\_BwE](https://childbereavementuk.org/for-schools/?gclid=EAlalQobChMIq9WghsCC2QIVz7vtCh10-AU3EAAAYASAAEgJeZ_D_BwE)
- The Bedfordshire School Nursing Service <https://eput.nhs.uk/our-services/bedfordshire-and-luton/bedfordshire-community-health-services/childrens/school-nursing-service/>
- Open Door 120 Tavistock Street, Bedford, MK40 2SA. Tel: 01234 360388
- [www.bedfordopendoor.org.uk](http://www.bedfordopendoor.org.uk)
- Relate Bedfordshire and Luton. 6 St Pauls Square, Bedford, MK40 1SQ
- Tel: 01234 356350. [www.relatebedsandluton.org.uk](http://www.relatebedsandluton.org.uk)
- Sorted Grove Corner, 76a High Street North, Dunstable, Bedfordshire, LU6 1LE
- Tel: 01582 891435. [www.sortedbedfordshire.org.uk](http://www.sortedbedfordshire.org.uk)
- TacTic Centre 17 Hockliffe Street, Leighton Buzzard, Bedfordshire, LU7 1EZ
- Tel: 01525 373838. [www.tactic-centre.co.uk](http://www.tactic-centre.co.uk)
- TOKKO Youth Space.7 Gordon Street, Luton, Bedfordshire, LU1 2QP
- Tel: 01582 554990. Provides informal learning activities and supporting bespoke programs for young people aged between 13 and 19. Counselling also offered by external services at Tokko base.
- Autism Bedfordshire. 01234 350704. [www.autismbedfordshire.net](http://www.autismbedfordshire.net)
- Bedfordshire Wellbeing Service Gilbert Hitchcock House, Bedford Health Village, 21 Kimbolton Road, Bedford, MK40 2AW. Tel: 01234080400. [www.bedfordshirewellbeingservice.nhs.uk](http://www.bedfordshirewellbeingservice.nhs.uk)

## Appendix E<sup>4</sup>

Helpful language around suicide or attempted suicide	Unhelpful language around suicide or attempted suicide
<b>Whist the right language is helpful, the most important response is one which is non-judgemental, caring and calm.</b>	
Ended their life	Successful suicide
Died by suicide	Committed suicide (it isn't a crime)
Took/attempted to take their own life	Attention seeking/ A cry for help (belittles the pain they are in)
Killed themselves	Doing something silly (suggests the persons thoughts are stupid)



## Contact us

Sarah James Public Health Senior Practitioner Children and Young People

Public Health – a shared service across Central Bedfordshire, Bedford Borough and Milton Keynes  
Central Bedfordshire Council, Priory House, Monks Walk, Chicksands, Shefford, Bedfordshire, SG17  
5TQ

Direct Dial: 0300 3004109 | Internal: 74109 | Email: [sarah.james@centralbedfordshire.gov.uk](mailto:sarah.james@centralbedfordshire.gov.uk)

Find us online at [www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk), [Twitter](#), [Facebook](#) and [Instagram](#)

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