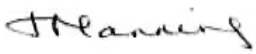
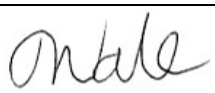
Suicide Prevention Policy

Policy Ref: TMP99v1

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Jackie Manning	Principal		Sept 2026
	Joanne Wale	Director of Engagement and Wellbeing		Sept 2026
Approved by	Martin Heaton	CEO		Sept 2026

Does this Policy require publishing on the College Website? **Yes**

Does this Policy require approval by Board of Governors? **Yes**

Suicide Prevention Policy

Policy Ref: TMP99v1

Record of Changes

Version	Issue Date	Changes	Initials
v1	Sep 2026	Initial issue	JM/JW

Board of Governors Approval History

Version	Approved by	Signature	Date

Date of Next Policy Review: July 2027

Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Policy Statement

TMP College is committed to promoting the safety, wellbeing and emotional health of all learners and to reducing the risk of suicide and suicidal behaviour.

As an Independent Specialist College, we recognise that learners may communicate emotional distress in different ways. Suicidal thoughts, self-harm and significant changes in behaviour will always be taken seriously and responded to in a trauma-informed and relationship-based manner.

Our approach focuses on creating safety, developing trusting relationships, supporting emotional regulation and understanding the underlying causes of distress.

Purpose and Aims

The College aims to:

- promote a culture where learners feel safe to seek help;
- recognise signs of emotional distress and possible suicidal thoughts;
- provide a compassionate response to concerns;
- ensure appropriate safeguarding and professional support;
- consider the individual communication and SEND needs of each learner;
- work with families, carers and external professionals where appropriate;
- support learners following a crisis and promote safe reintegration;
- learn from incidents to improve prevention and practice.

Trauma-Informed and Relationship-Based Approach

Staff should respond to suicidal distress using the principles of:

Safety – Relationships – Regulation – Reflection

Staff should seek to create environments where learners feel physically and emotionally safe. Positive relationships are central to prevention, and learners should know who they can approach when they are struggling.

Staff should provide consistent, emotionally available support and use established relationships wherever appropriate. A learner should not be required to repeatedly explain their circumstances to different members of staff where information can appropriately be shared within the safeguarding team.

When a learner is highly distressed, their ability to process information, communicate and make decisions may be reduced. Staff should therefore:

- remain calm and non-judgemental;
- listen and take the learner seriously;
- use clear, accessible communication;
- allow appropriate processing time;
- consider sensory, communication and neurodevelopmental needs;
- use trusted adults and established relationships;
- seek to understand what the learner may be communicating through their behaviour;

Recognising Concerns

Possible indicators may include:

- talking or writing about death or wanting to die;
- expressing hopelessness or feeling like a burden;
- withdrawal from people or activities;
- significant changes in mood or behaviour;
- increased risk-taking or impulsivity;
- increased self-harm;
- giving away possessions or saying goodbye unexpectedly;
- concerning online activity;
- significant changes following loss, bullying, rejection or other difficult experiences.

For learners with SEND, staff should also consider significant changes from the individual's usual presentation or changes in communication.

Mental health concerns, including self-harm, suicidal ideation or significant changes in behaviour, may become safeguarding concerns where there is a risk of harm. Staff should maintain an attitude of professional curiosity and report concerns to the DSL without delay.

Responding to a Disclosure or Concern

If a learner expresses suicidal thoughts or staff have a significant concern, staff should:

- stay calm and listen;
- take the learner seriously;
- not promise confidentiality;
- ask clear and direct questions where there is concern about suicide or self-harm. Asking directly about suicidal thoughts does not, in itself, increase the risk of suicide. Language should be appropriate to the learner's level of understanding and communication needs;

- not undertake a clinical suicide risk assessment unless this forms part of their professional role and training. Staff should listen, establish immediate safety, report the concern and seek appropriate professional support;
- remain with the learner where there is an immediate or significant concern;
- inform a DSL immediately;
- follow emergency procedures where there is an immediate risk to life.

Levels of Concern and Escalation

Level 1 – Emerging Concern

Examples may include:

- concerning comments;
- withdrawal;
- changes in behaviour;
- increased self-harm;
- concerning online content.

Action: Speak with the learner where appropriate, inform the DSL, record the concern, consider early help or other appropriate support, and monitor.

Level 2 – Significant Concern

Examples may include:

- learner expresses suicidal thoughts;
- repeated suicidal statements;
- escalating self-harm;
- significant deterioration;
- indication of suicidal intent or planning.

Action: Immediate DSL involvement. The learner should be kept safe while appropriate safeguarding action is taken. Parents/carers and external professionals should be considered in accordance with safeguarding procedures. An individual support or safety plan and appropriate professional advice should be considered.

Immediate Risk and Emergency Response

Level 3 – Immediate Risk

Examples may include:

- suicide attempt;
- serious self-harm;

- suspected overdose;
- immediate intent or plan with access to means;
- serious injury.

Action: Contact 999/emergency services, remain with the learner, provide first aid where appropriate, notify the DSL/Principal, contact family in accordance with safeguarding procedures, and follow emergency or health professional advice.

Immediate Response Summary

> *Listen → Take seriously → Stay calm → Keep safe → Inform DSL → Get emergency help if required → Record → Follow up*

DO NOT:

- dismiss the statement;
- promise secrecy;
- leave a learner alone or expect them to manage the situation independently where there is concern about immediate risk;
- attempt to manage the situation alone;
- attempt to investigate the underlying cause during an acute crisis;
- make promises about what will happen following disclosure;
- use language that minimises, challenges or shames the learner;
- assume that apparent calm means that risk has reduced;
- rely solely on a learner's ability to identify or communicate their own risk.

Support Strategies and Risk Management

The college will work collaboratively with the learner, family/carers and relevant health, social care and safeguarding professionals to identify and agree appropriate support strategies to promote the learner's safety and wellbeing.

Where required, this may involve liaison with GPs, CAMHS or other mental health services, children's social care, adult services, emergency services and other specialist professionals.

Agreed strategies may include consideration of:

- early warning signs and changes in presentation;
- known triggers or situations that may increase distress;
- appropriate coping and emotional regulation strategies;
- trusted adults and identified sources of support;
- safe spaces or agreed places for the learner to access support;
- people or services to contact when additional support is required;
- clear actions to be taken if suicidal thoughts or behaviours increase.

Where support strategies are identified, the learner's risk assessment will be reviewed and updated accordingly, and relevant staff will be provided with the information they need to implement the agreed strategies consistently and safely.

College-based support strategies do not replace clinical assessment, treatment or advice from appropriately qualified health professionals.

Following a Crisis and Reintegration

Following significant suicidal distress, self-harm or a suicide attempt, the college will work with the learner and relevant professionals to support a safe return to college.

This may include:

- a reintegration meeting;
- review of risk and support arrangements;
- increased check-ins;
- reasonable adjustments;
- liaison with external professionals;
- review of the learner's EHCP support where appropriate.

Decisions about attendance, reintegration and support will be based on individual circumstances, safeguarding considerations and professional advice. The college will avoid unnecessary disruption to the learner's education and will consider reasonable adjustments that enable the learner to remain engaged with learning wherever this can be achieved safely.

Confidentiality, Information Sharing and Recording

All concerns relating to suicidal thoughts, self-harm or significant emotional distress must be recorded promptly and accurately on Databridge.

Records should include, where relevant:

- what was observed, disclosed or reported;
- the learner's own words where appropriate;
- the date and time of the concern;
- actions taken;
- who was informed;
- decisions made and the rationale for those decisions;
- advice or intervention provided by external professionals;
- contact with parents/carers where appropriate;
- agreed actions and follow-up;
- the outcome of the intervention or referral.

Records should be factual, proportionate and avoid assumptions or diagnostic language.

Information will be shared on a need-to-know basis where this is necessary to safeguard the learner. Data protection legislation should not be used as a reason to withhold information where sharing is necessary to protect a learner from harm.

Staff must not promise confidentiality where there is a concern about a learner's safety. Information sharing will be managed appropriately and proportionately, in accordance with safeguarding requirements and data protection legislation.

Staff Responsibilities and Training

All staff will receive appropriate safeguarding training and will understand their responsibilities in responding to concerns about suicidal thoughts, self-harm and emotional distress.

Training will include:

- recognising indicators of concern;
- responding to disclosures;
- trauma-informed communication;
- escalation procedures;
- recording;
- information sharing.

The college will provide additional training or guidance where monitoring identifies a need.

All staff are responsible for:

- developing positive and supportive relationships with learners;
- recognising changes in presentation;
- responding calmly to disclosures;
- reporting concerns immediately;
- following safeguarding procedures;
- maintaining professional boundaries;
- recording concerns accurately.

Staff are not expected to provide clinical treatment or manage suicide risk independently.

Prevention and Whole-College Approach

Suicide prevention is part of the college's wider approach to wellbeing, safeguarding and preparation for adulthood.

The college recognises that protective factors can reduce vulnerability. These include supportive relationships, belonging, positive identity, meaningful achievement, participation, creativity and positive future aspirations.

The college will promote protective factors through:

- positive relationships and belonging;
- learner voice;
- emotional literacy;
- meaningful learning and achievement;
- opportunities for creativity and self-expression;
- positive peer relationships;
- anti-bullying practice;
- access to trusted adults;
- preparation for adulthood and independence;
- early identification and support.

Learner Voice

The college will seek and respond to learner voice when developing and reviewing approaches to wellbeing, emotional support and suicide prevention.

Review and Learning

Significant incidents will be reviewed by the DSL and relevant senior leaders to identify:

- what happened;
- what support was provided;
- whether procedures were followed;
- what worked well;
- what could be improved;
- whether changes to support, training or procedures are required.

The purpose of review is learning and prevention, not blame.

Learning from significant incidents will inform safeguarding practice, staff training and wider college improvement.

This policy will be reviewed annually or sooner where legislation, guidance or college procedures change.

Safeguarding Governance, Monitoring and Assurance

The DSLs and SLT will oversee the implementation of this policy and ensure that concerns relating to suicidal thoughts, self-harm or significant emotional distress are managed in accordance with the college's safeguarding procedures.

The DSLs and SLT will monitor relevant safeguarding information to identify patterns, emerging risks and areas for improvement. This may include:

- the number and nature of concerns relating to suicidal thoughts and self-harm;
- patterns or recurring triggers;
- safeguarding referrals and external agency involvement;
- attendance and engagement where these may indicate increased vulnerability;
- incidents involving significant changes in behaviour or presentation;
- the effectiveness of individual support plans;
- reintegration following significant incidents;
- staff training and confidence;
- feedback from learners, families and relevant professionals.

Information will be reviewed proportionately and in accordance with data protection requirements. Individual cases will remain confidential and will only be shared where there is a legitimate safeguarding or professional need.

Relevant themes and actions will be reported through the college's established safeguarding and leadership arrangements and, where appropriate, to governors.

Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection PolicySafeguarding Policy – Adults at Risk
- Positive Behaviour and Learner Disciplinary Policy
- Learner Absence Procedure
- Bullying and Harassment Policy
- E-Safety Policy
- Equality, Diversity and Inclusion Policy
- First Aid Policy
- Data Protection GDPR Policy
- SEND Policy
- Prevent Policy