

Be You Suicide Response Plan

This plan should always be used in conjunction with the [Be You Suicide Postvention Complete Toolkit](#).

School Name

Date of last update

Initial response on hearing about a suicide within the school community:

- ✓ Confirm facts and information.
- ✓ It is important not to ignore rumours — they need to be considered. Confirm hearsay with the family and police.
- ✓ Confirm with family or community that they are naming the death as suicide.
- ✓ If the incident took place at school ensure the immediate safety of young people.
- ✓ Ensure that those affected are not left alone.

In the first 24 hours of confirmation of a suicide:

- ✓ Inform the relevant lines of management in relation to reporting critical incidents.
- ✓ Gather the Emergency Response Team to decide on the school response to the incident.
- ✓ Contact the relevant mental health services and your Be You Consultant.
- ✓ Identify and develop a safety plan for young people who are possibly more vulnerable and at risk as a result of the suicide.

Add your relevant contacts into the tables below.

Emergency Response Team

Role	Name	Mobile

Governing Body Contacts

Role	Name	Mobile

External Contacts

Role	Mobile

Important Emergency Contact Numbers:

Police, ambulance or fire services 000 or 112 from mobile
Lifeline 13 11 14

Suicide Call Back Service 1300 659 467
Beyond Blue Support Service 1300 22 46 36

Be You Supporting Documents

The following Fact Sheets contain additional guidance on specific actions that occur after a suicide.

For Emergency Response Team members, leaders and wellbeing staff:

- [Managing language and consent about using the word 'suicide'](#)
- [Speaking with the bereaved family after a suicide](#)
- [Supporting young people after a suicide](#)
- [Funerals and memorials](#)
- [Media and social media](#)
- [Boarding schools: What to do after a suicide](#)

Supporting Aboriginal and Torres Strait Islander students at your school:

- [Grief: how Aboriginal and Torres Strait Islander young people might respond to suicide](#)
- [Remembering a young person: memorials and important events in Aboriginal and Torres Strait Islander communities](#)
- [Suicide in schools: information for Aboriginal and Torres Strait Islander families](#)
- [Self-care for school staff working with Aboriginal and Torres Strait Islander young people in remote areas](#)
- [Suicide contagion for Aboriginal and Torres Strait Islander young people](#)

For educators and support staff:

- [Staff grief after a suicide](#)
- [Staff wellbeing](#)

Information educators can provide to families and the broader community:

- [Suicide in schools: Information for families](#)
- [Understanding suicide: Information for the community](#)

This plan outlines essential tasks and should be used by the Emergency Response Team to guide their roles and responsibilities.

Please ensure:

- ✓ The school obtains family consent before communicating any information to the school community about a suicide.
- ✓ The school checks and follows local community and cultural protocols (where relevant).
- ✓ The emergency response team understands that the suicide of a peer, family member or community member is a risk factor for suicide.

Critical information to consider (including at-risk cohorts in the school)



Inform

Staff	Who:
Inform staff ASAP and keep them well-informed about all available information regarding the suicide and the response plan (including staff on leave)	
Inform staff of the option of not being involved if their own wellbeing is at risk	
Inform staff of support they can access (Employee Assistance Program)	
Inform staff that the students will be notified in small groups via script	
Provide front office staff with a script to answer phone or online queries about the suicide response	
Young people	Who:
Inform close friends and vulnerable young people personally and provide sources of immediate and ongoing support	
Inform young people using the agreed script in small groups, with consideration of: <ul style="list-style-type: none"> • Friends closest to the young person • Young people in the same year level • Young people in the same class as a sibling • Home groups or year level groups preferable 	
Delivery in whole school assemblies is not recommended	
Resources needed: Be You Suicide Postvention Complete Toolkit: Scripts and templates	
Families	Who:
Inform the families of close friends and vulnerable young people to ensure support at home	
Communicate with families by letter or email to give them immediate and accurate information that the school is following recommended suicide response protocols	
Provide families with contact information for support for them and their children	
Resources needed: Be You Suicide Postvention Complete Toolkit: Scripts and templates	
Community	Who:
Inform all auxiliary adults who will have contact with young people in the following 24 hours	
Inform principals of schools within the area, specifically those attended by the young person's siblings or known close friends	

Support

Staff	Who:
Identify and plan support for staff at risk	
Encourage staff to contact Employee Assistance Program if they require additional support	
Inform staff of identified liaison person	
Provide staff with the details of the information being provided to families and young people	
Check in with staff at the start and end of the day for wellbeing and consistent messaging	
Young people	Who:
Immediately follow up all unexplained absences	
Set up a support room for young people that is staffed with appropriate personnel. This should ideally be separate from the usual counselling area.	
Work collaboratively with your Be You Consultant and others to identify and plan support for young people at risk	
Monitor young people and, in collaboration with a mental health agency, begin assessments of young people identified as at risk	
Resources needed: Be You Suicide Postvention Toolkit: Immediate response	
Families	Who:
Establish a line of support with the family of the deceased young person	
Gather and protect young person's belongings	
Remove the young person from any automated messaging systems, such as absentee alerts or fee reminders	
Encourage families in the school community to access mental health services and referral pathways if needed	
Resources needed: Be You Suicide Postvention Toolkit: Short-term response	
Other considerations	Who:
Consider who needs information on: <ul style="list-style-type: none"> • Identifying risk factors for suicide • Understanding grief responses • Referral pathways to support services 	

Manage

Emergency Response Team	Who:
Undertake self-care: <ul style="list-style-type: none"> • Debrief everyday • Identify a self-care activity for each member • Discuss coping mechanisms • Watch for signs of vicarious trauma • Ensure that staff can take a break from the response if required 	
Social Media	Who:
Be aware that young people may be sharing unsafe information or behaviour online	
If the use of social media escalates distress, consider intervening	
Use social media for consistent messaging around help seeking and information sharing	
Consult with Be You team for ongoing management of social media	
Resources needed: Media and social media fact sheet	
Media	Who:
Consider the need for an appropriate media response	
Contact school's governing body media unit or Be You team for advice	
Resources needed: Media and social media fact sheet	
Next Steps	Who:
Document the incident and all actions undertaken	
Conduct a Critical Incident Review, with the possible support of your Be You Consultant	
Organise a meeting with key stakeholders to develop a plan for foreseeable future	
Resources needed: Be You Suicide Postvention Toolkit: Short-term response	