

Suicidal thoughts: Use S.A.F.E. steps

S

Stay with the student

A

Access help

F

Feelings: validate them

E

Eliminate risk

Emergency contact:

Level 2 contact:

If a student has expressed thoughts of suicide or self-harm behaviors, stay with the student. Some phrases to help in this situation include:

- “I’m going to stay with you while we get help.”
- “This is important. I’m glad you shared this.”
- “Let’s walk together to get help.”
- “I am concerned about your safety. I will get help.”
- “Do you have any weapons, pills or other self-harm items in your possession?”
- “Are you thinking of killing yourself?”

Suicide S.A.F.E. team response



Level 1: Initial and 2nd responder

Student has expressed thoughts of suicide or self-harm behaviors



Student or parent/guardian is in person:

S Stay with student: don't leave them alone.

A Access help: "I'm going to stay with you while we get help."

Contact second adult and/or main office with code words: blue envelope.

Escort to the main office - "Let's walk together to get help."

F Feelings: "This is important. I'm glad you shared this."

E Eliminate risk: Ask student if they have any weapons, pills or other self-harm items in their possession.

Remove lethal means if possible - if student refuses call **911** immediately.

Obtain phone number for parent/guardian.



Student or parent/guardian is not in person (text, phone, email, social media, etc):

S Stay with student: Determine current student location and verify if they are with someone and safe.

If student cannot be located, call **911** to report the concern and ask for a safety check.

Obtain phone number for parent/guardian.

A Access help: Alert another adult who can contact Level 2 team member of the situation.

F Feelings: "This is important. I'm glad you shared this."
"I am concerned about your safety. I will get help."

E Eliminate risk: Ask student if they have any weapons, pills or other self-harm items in their possession.

Remove lethal means if possible. If student refuses, call **911** immediately.

• **If after hours: notify school administrator and/or parent. If no response, contact 911 for a safety check.**

Access help - code words:
blue envelope

Escort student to the
main office

Level 2 responder
complete C-SSRS

Level 2 - Responder- Speaks with student to assess risk level and protective factors:

Risk level | Protective factors | Release of information | C-SSRS | Determine next steps

Low risk

Complete safety plan
Contact parent/guardian
Provide resources
Initiate in school services
Student may return to class

Moderate risk

Complete safety plan
Contact parent/guardian
Provide resources
Recommend outpatient services
Student may or may not return to class

High risk

Facilitate immediate mental health evaluation - CMH or ED with verbal call ahead
Parent/guardian education
Complete release of information if needed
Student will likely not return to class

Safety plan

S A F E

Step 1: Warning signs (thoughts, images, mood, situation, behavior) that a crisis may be developing:

1. _____
2. _____
3. _____

Step 2: Internal coping strategies – things I can do to take my mind off my problems without contacting another person (relaxation technique, physical activity):

1. _____
2. _____
3. _____

Step 3: People and social settings that provide distraction:

1. Name _____ Phone _____
2. Name _____ Phone _____
3. Place _____
4. Place _____

Step 4: People whom I can ask for help:

1. Name _____ Phone _____
2. Name _____ Phone _____
3. Name _____ Phone _____

Step 5: Professionals or agencies I can contact during a crisis:

1. Clinician name _____ Phone _____
Clinician emergency contact # _____
2. Clinician name _____ Phone _____
Clinician pager or emergency contact # _____
3. Local urgent care services _____
Urgent care services address _____
Urgent care services phone _____
4. Provide Suicide Prevention Lifeline phone: 988 or 1.800.273.TALK (8255) or text “HELP” to 988 or 741.741

Step 6: Making the environment safe (lock or eliminate lethal means):

1. _____
2. _____

Step 7: For referral information regarding ongoing behavioral health services:

Step 8: The one thing that is most important to me and worth living for is:

Date completed: _____

Student name: _____

Plan de seguridad

S A F E

Paso 1: Señales de alerta (pensamientos, imágenes, estado de ánimo, situación, comportamiento) de una posible crisis inminente:

1. _____
2. _____
3. _____

Paso 2: Estrategias internas de afrontamiento – cosas que yo puedo hacer para desviar mi mente de los problemas sin contactar a otra persona (técnica de relajación, actividad física):

1. _____
2. _____
3. _____

Paso 3: Personas y entornos sociales que proporcionan distracción:

1. Nombre _____ Teléfono _____
2. Nombre _____ Teléfono _____
3. Lugar _____
4. Lugar _____

Paso 4: Personas a quienes puedo pedir ayuda:

1. Nombre _____ Teléfono _____
2. Nombre _____ Teléfono _____
3. Nombre _____ Teléfono _____

Paso 5: Profesionales o agencias a quienes puedo contactar durante una crisis:

1. Nombre del profesional clínico _____ Teléfono _____
Nro. de localizador del profesional clínico o nro. de contacto de emergencia _____
2. Nombre del profesional clínico _____ Teléfono _____
Nro. de localizador del profesional clínico o nro. de contacto de emergencia _____
3. Centro local de atención de urgencias (*urgent care*) _____
Dirección del centro de atención de urgencias _____
Teléfono del centro de atención de urgencias _____
4. Proporcionar el número de la Línea Telefónica para la Prevención de Suicidios: 988 o 1.800.273.TALK (8255) o, por mensaje de texto, "HELP" a 988 o 741.741

Paso 6: Cómo hacer que el entorno sea seguro (guardar bajo llave o eliminar los objetos letales):

1. _____
2. _____

Paso 7: Para información de derivación con respecto a servicios continuos de salud conductual:

Paso 8: Lo más importante para mí y la razón por la que vale la pena vivir es:

Fecha de compleción: _____

Nombre del estudiante: _____