

Students Mental Health Helplines

Name	City	Contact info.	Timing
Tele MANAS	Across India	14416	24×7
iCALL	Across India	9152987821 1800-22-2211	Mon-Sat 10 AM – 8 PM
AASRA		022-27546669	24×7
Sumaitri	New Delhi	+91011 23389090	Mon-Fri 2pm to 10pm & Sat-Sun 10 AM to 10 PM
Snehi	New Delhi	+91011 65978181	Daily 2PM to 6 PM
Sanjeevani	New Delhi	01124311918, 01124318883 (Mon-Fri) 26862222, 26864468, 40769002 (Mon - Sat)	10AM to 5:30 PM
Fortis Stress Helpline	Delhi	+918376804102	24×7
DSW Office Counselling Centre Room No 15	Delhi	North Campus, University of Delhi	01127666806 Mon and Wed 10-12 noon Tuesday and Friday 2-4PM & 10AM-4PM



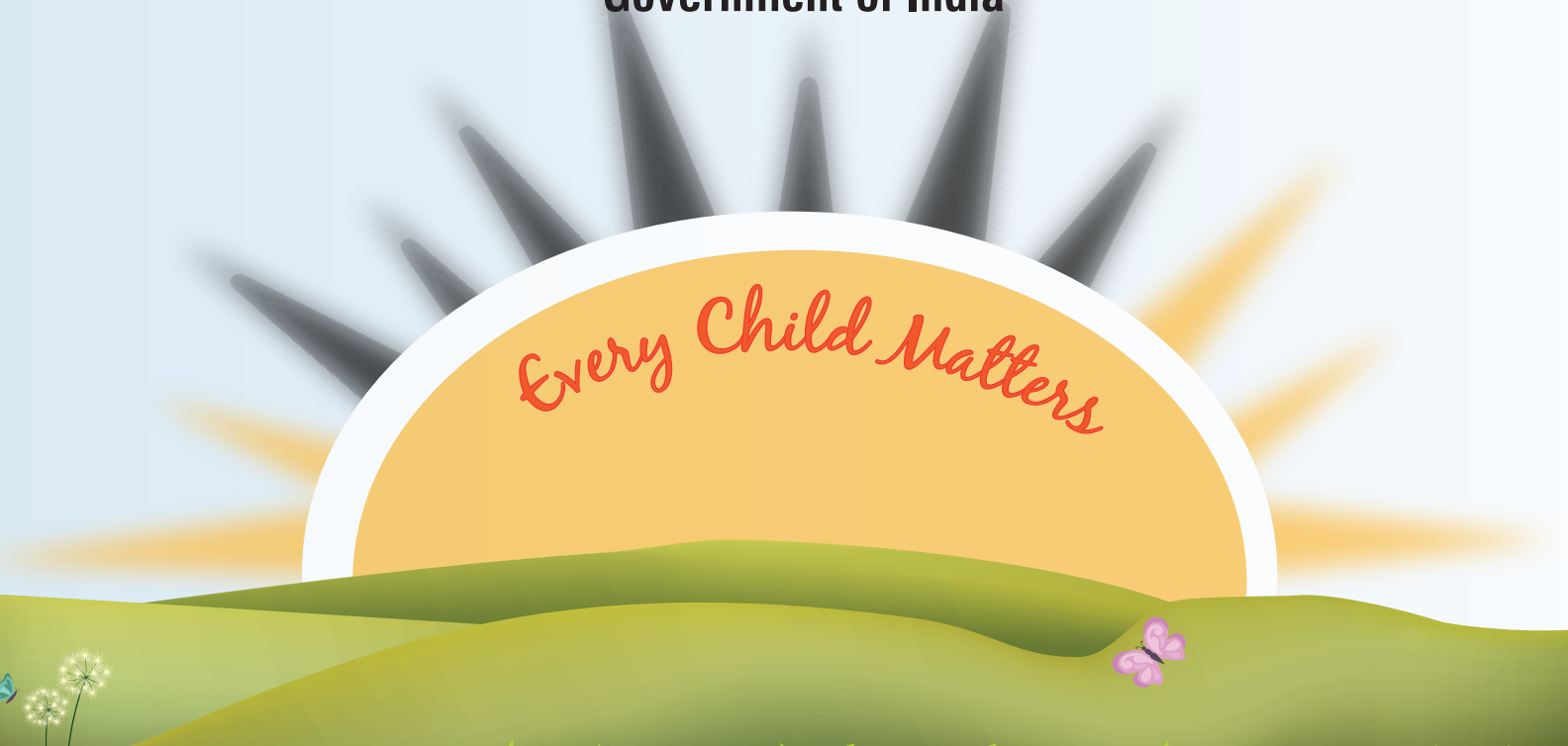
UMMEED

Understand, Motivate, Manage, Empathize, Empower, Develop

Prevention of Suicide

Guidelines for Schools

Department of School Education & Literacy
Ministry of Education
Government of India



Every Child Matters

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Vaishakha 1947

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Prevention of Suicide

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एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



Minister of Education



MESSAGE

The well-being of students is of paramount importance and schools play a significant role in its nurturing and promoting. The National Education Policy (NEP), 2020, with a holistic view towards well-being, recognises mental well-being as its important component. The policy acknowledges the role of schools in providing students with a safe and stimulating learning environment. It also stresses upon the need for collaboration between school and the community for providing students with comprehensive support.

Ensuring well-being of students across the country is an important focus of the Government of India, which is being addressed through various initiatives and activities. Manodarpan initiative, which was launched by the Ministry of Education, under the 'Atmanirbhar Bharat Abhiyan', is working in the direction of providing psychosocial support to students, their parents and school teachers for mental health and emotional well-being. Its national toll-free helpline service (844-844-0632) has been providing support to callers including students, parents and teachers through trained counsellors from 08:00 AM to 08:00 PM on all days of the week, since July 2020. Manodarpan regularly organises live interactive sessions 'Sahyog' with practicing counsellors for students of Classes VI—XII on issues of mental health and well-being and webinars 'Paricharcha' with experts in the field. These sessions are available for students, their parents and teachers on PM e-Vidya Channels. The initiative is also building capacities of school administrators, teachers and other stakeholders on promoting mental well-being in schools through conferences, workshops and summits at the national and regional levels.

Another remarkable effort in this direction is the National Tele Mental Health Programme of India, Tele Mental Health Assistance and Networking Across States (Tele MANAS), being implemented under the Ministry of Health and Family Welfare (MoHFW) which is providing universal access to equitable, accessible, affordable and quality mental health care through 24×7 tele-mental health services across the country.





Further, to ensure promotion of mental well-being of students in schools, the Ministry of Education (MoE), Government of India commissioned NCERT, New Delhi to undertake preparation of guidelines for prevention of suicide as a resource for supporting schools and other stakeholders in school education across the country.

The UMMEED Guidelines, developed by the Manodarpan Cell, NCERT will serve as a crucial resource for supporting schools in preventing suicide or self-harm among students. It will also promote a proactive approach to mental well-being among all school stakeholders.

I appreciate the efforts made by the Guidelines Development Team in the preparation of these guidelines. I am optimistic that these will prove instrumental in facilitating all stakeholders in providing a supportive and nurturing environment to school students.

(Dharmendra Pradhan)



Minister of State for Education



MESSAGE

Schools play a crucial role in addressing issues related to students' mental health and well-being. Students spend valuable years of their lives in school, which is essential for their holistic development. Highlighting the aim of education to be holistic in nature, the National Education Policy (NEP), 2020 recommends that the students should be provided with an environment where they can acquire not only cognitive understanding but also skills to manage the challenges of the twenty-first century. It further emphasises on nurturing and enhancing students' social and emotional aspects. With this vision, the Ministry of Education, Government of India, launched the 'Manodarpan Initiative' on 21st July 2020, under the 'Atmanirbhar Bharat Abhiyan'. The objective of this initiative is to provide psychosocial support for mental health and well-being of students, teachers and parents.

Currently, students are facing numerous challenges related to their mental health. Our support is essential for addressing these problems. In this regard, the National Council of Educational Research and Training (NCERT) has prepared 'UMMEED Guidelines' to prevent instances of self-harm and suicide among students. These guidelines include an action plan such as the formation of a School Wellness Team, creating a positive environment in the school, understanding warning signs, providing immediate assistance, building the capacity of stakeholders, and steps for their evaluation. These guidelines will certainly help in providing a supportive environment for students and sensitising all stakeholders associated with the school towards this pertinent concern.

(Jayant Chaudhary)





Secretary, Department of School Education and Literacy



MESSAGE

The guiding principles laid out in the National Education Policy (NEP), 2020 emphasise the need to actively support students' holistic development which involves sensitising both teachers and parents. Addressing mental health concerns and providing support to students has thus become an integral aspect of education with the NEP 2020, outlining holistic development as inclusive of socioemotional well-being. The Ministry of Education's Manodarpan initiative plays a significant role in promoting mental well-being among students, teachers and families through its various activities.

The increasing prevalence of mental health related challenges among school students is a pressing cause of concern for all stakeholders in school education. Growing instances of suicide and self-harm among students require a comprehensive and sensitive approach by the school. In this regard, UMMEED Guidelines, developed by the Manodarpan Cell, NCERT aim to equip the education system with the necessary tools to promote mental well-being and prevent self-harm and suicide. The guidelines delineate steps for enhancing the capacity of all stakeholders, including students, teachers, parents and the community.

The guidelines underline the need for understanding and sensitivity towards stressful situations such as examinations, results, school transitions, etc., that may impact the mental health of students. This understanding is crucial for proactively fostering a positive and supportive environment in schools and at home. The guidelines propose a robust school action plan, such as setting up school wellness teams, supporting at-risk students, among other measures, to create and sustain a positive school environment.

I believe these guidelines will empower schools to establish systems that safeguard and prioritise mental health and overall well-being of the students and help them in addressing their concerns with compassion and sensitivity.

(Sanjay Kumar)





Additional Secretary, Department of School Education and Literacy



MESSAGE

Students' well-being is not just a prerequisite for optimal learning, but also sets the stage for future outcomes across the lifespan of the individual. The National Education Policy (NEP), 2020 recognises this and underscores the importance of supporting students' overall development, including their mental health and emotional well-being.

In line with this vision of the NEP 2020, the UMMEED Guidelines have been developed to promote a supportive environment across schools, students' home and the larger community to prioritise students' mental health across all settings.

These guidelines provide a framework to address concerns related to students' well-being effectively by equipping educators, parents and community members with the tools needed to create a nurturing environment.

With a whole school approach, the guidelines will hopefully empower all stakeholders by creating awareness about the magnitude of the concern of students' well-being, and provide them with the direction for addressing this concern.

The onus of providing an environment where students feel understood, valued and supported lies with the school stakeholders. Encouraging open communication, destigmatising mental health concerns, and building awareness will help to cultivate a culture that encourages seeking help and supporting others.

I hope these guidelines will be a timely effort in the direction of establishing effective mechanisms by schools to ensure that all stakeholders possess the required knowledge and skills such as understanding of factors influencing suicide and identifying warning signs for prevention of suicide.

(Anandrao V. Patil)



Foreword

Children and adolescents are at the forefront of the education paradigm. During these pivotal years of growth, their mental health and well-being serve as the cornerstone for holistic development. The National Education Policy (NEP), 2020 places emphasis on nurturing both cognitive and socioemotional capabilities through education. The policy also recognises the crucial role of school and education in the overall development and well-being of an individual.

In line with the vision of the NEP 2020, consistent efforts are being made to promote mental health and well-being among students. Manodarpan, an initiative of the Ministry of Education under the 'Atmanirbhar Bharat Abhiyan', was launched on 21st July 2020 with this aim. Manodarpan Cell, NCERT undertakes various activities to provide psychosocial support to students, teachers and families for mental health and emotional well-being.

The rapidly changing social and educational environment, especially in the recent years, has presented students across the country with the challenge of adapting to it. Not being able to cope with the challenges may lead to mental health concerns and in some circumstances, to instances of self-harm and suicide. By developing informed strategies, we can provide students with the desired support and help to promote their mental well-being. The UMMEED Guidelines, developed by the NCERT, are a step forward in this direction as they seek to empower all stakeholders within the school system—administrators, teachers, students, parents, and community members—to play a proactive role in promoting well-being and fostering a supportive environment for all school students.

To raise awareness and promote action on prevention of suicide, it is important that we approach it with compassion and empathy, and shed the stigmas surrounding it. The guidelines emphasise the importance of building solidarity to ensure that students experiencing mental health concerns know that they are not alone in their struggles.

I would like to thank the Ministry of Education, Government of India for taking the initiative to develop these guidelines and vesting this responsibility with the Manodarpan Cell, NCERT.

New Delhi

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training



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Introduction

Mental health and well-being is an integral part of holistic development. The National Education Policy (NEP), 2020 has envisioned the aim of education to be holistic, including both cognitive and affective aspects. The policy has emphasised not only on learning based on developing cognitive competencies, but also skills, attitudes, and behaviours which will enable building character and creating holistic and skilled individuals, equipped with key 21st century skills. This vision entails the need to promote mental health and well-being among students, which plays a prominent role in all aspects of an individual's life. World Health Organization (WHO, 1948) clearly states that "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." WHO further states that mental health is a state of mental well-being that enables people to cope with stresses of life, realize their abilities, learn and work well, and contribute to their community.

Skills like understanding, expressing, and regulating emotions, as well as the ability to adapt and cope with challenging situations, are essential for good mental health and well-being. Taking steps to protect and enhance an individual's mental health and well-being is crucial for a fulfilling and happy life. When students are not able to manage their personal- social issues and concerns effectively, it can have severe consequences, like constant feeling of sadness, dissatisfaction and frustration, mood swings, feeling of hopelessness, etc. and in extreme cases may also lead to self-harm, including suicide.

Every Child Matters is the underlying belief in developing the Guidelines for Prevention of Suicide. With this vision, efforts need to be directed towards prevention of suicide in schools. The guidelines provide directions to schools for enhancing sensitivity, understanding, and providing support in case of reported self-harm. In addition, the





guidelines also emphasise nurturing partnerships between school, students, parents and the community, for fostering collaborations and combined efforts as a critical strategy for preventing suicide and reducing the stigma associated with suicidal behaviour.

Why Suicide happens ?

Suicide is a complex interplay of personal and social factors, which is rarely caused by a single circumstance or event. It has an impact on the family, school and community at large. Students go through many transitions during their school life which can cause extreme stress, for example, transition from home to school, from one school to another, school to college, losing a parent, sibling, friend, near and dear one, etc. Along with this, children also experience changes as they progress through the developmental stages, leading to concerns such as those related to physical changes and appearance, peer pressure, career decisions, academic pressure, and many more. Amidst these challenges, a single insensitive comment has the potential to inflict lasting harm. It is important to discard damaging notions, including comparisons with peers, the perception of failure as permanent, and the sole measurement of success based on academic performance.

Every individual attempts to cope with such stressful situations. When attempts by the individual to deal with the stressor are not successful, and it is felt that no help is available, the individual feels hopeless and finds it difficult to endure the stress. It is under such situations that suicide becomes a desperate attempt to escape the pain and hopelessness. An individual with suicidal thoughts experiences feelings of helplessness, hopelessness, isolation and self-hatred. They are not able to see alternatives or any way of getting respite from the situation except for ending their suffering through death. It is well-known that before taking the extreme step of ending one's life, an individual communicates their distress through actions, feelings or

behaviours. These serve as warning signs indicating the possibility of self-harm, and when these are timely identified, loss of a life can be prevented. However, these signs can be fatal if missed by those around the individual.

The reasons for suicide are complex and differ from individual to individual. It is also important to know that at times, suicide can be an impulsive act that can take place due to immediate stress-causing events. Every suicide is a clear reminder of ineffectiveness of the preventive and well-being promoting mechanisms around the individual.



Myths

1. Those attempting suicide never give out any warning signs.
2. Talking about ending one's own life is always an attention-seeking behaviour.
3. Discussing suicide with an individual at risk may increase their likelihood of attempting it.
4. One who has decided to attempt suicide cannot be stopped.
5. Anyone who attempts suicide is weak, coward and only thinks about oneself.
6. Seeking help and sharing problems do not help.



Facts

1. Suicidal intentions are often expressed through words or actions which may go unnoticed.
2. Any sharing of suicidal thoughts or self-harm attempts is to be taken seriously and responded to with sensitivity and care.
3. Discussing suicide encourages open communication, a necessity for prevention of suicide.
4. Timely support and intervention can prevent suicide.
5. Those attempting suicide perceive death as the last available option to overcome extreme distress.
6. Seeking help shows strength, and opening up about one's distress with a trusted person can help in getting support.





Myths and Facts about Suicide

Effective understanding of suicide requires clarity on what is the reality and what are the popular beliefs or myths. Myths develop over the years and predispose even the informed and educated to perceive it in the wrong way. Dispelling these misconceptions and providing correct information will help schools in creating appropriate awareness and also help in the accurate identification of warning signs of suicide.

Factors Influencing Suicide

Acknowledging that each life is valuable and providing adequate care and protection to each child is important. The vision of *Every Child Matters* demands an understanding of the crucial steps towards prevention of suicide. The first step would be to acquire knowledge of these underlying factors that influence an individual. Some of these serve as buffers in protecting the individual, while others increase the risk of mental health concerns. Though these factors may not always be obvious, they play a significant role in shaping an individual's style of coping and in building resilience. These factors can be divided into risk and protective factors functioning at the level of individual, school, family, and community. Also, it should be noted that there are no demarcated boundaries at the level of individual, school, family or community and the factors need to be seen as interrelated. For example, supportive relationships are protective at school, family and community levels. Further, the multiplicity and intensity of these factors have a direct bearing on the individual's status of being at risk.

Suicide: Some Risk and Protective Factors

	RISK FACTORS	PROTECTIVE FACTORS
Individual	- n Hopelessness - n Poor sense of self - n Impulsive violent behaviour - n Internal pressure to perform well in life - n Addiction to social media, gaming, substance use, etc. - n History of mental illnesses (depression, anxiety, etc.), adverse childhood experiences (abuse, violence, etc.) - n Previous attempts of self-harm or suicide - n Chronic pain, or terminal illness	- n Having a purpose in life - n Healthy coping and problem-solving skills - n Willingness in seeking help - n Ability to identify and manage one's emotions - n Positive self-esteem - n Regular pursuit of hobbies, sports, or creative activities - n Engagement with studies or other school activities - n Knowing one's strengths and weaknesses
School	- n Less supportive school environment: - n Lack of positive relationships with peers/teachers, discrimination, bullying, harassment, humiliation, isolation, etc. - n Critical periods: Exams, results or stressful PTMs, transition phases - n Absence of school-family connect - n Academic pressure from school	- n Positive school environment: - n Enriching activities, supportive peers through <i>Mano-Mitra</i> or classmates or teacher relationships, etc. - n Open connection between school and family - n Promotive mental health care practices: Focus on social-emotional learning, accessible mental health services, building key skills such as resilience, communication, etc. - n Career support practices



Family	- n Family conflict and instability (divorce, separation, financial hardships, etc.) - n Parental neglect or abuse, lack of acceptance or recognition by family members - n Loss of a loved one - n Family history of suicide, parental mental health issues - n Sibling rivalry - n Criticism or bullying by family members - n Unrealistic expectations to perform well in academics - n Pressuring students into preparing for competitive examinations	- n Strong and healthy bonds with family members - n Secure, stable, and safe home environment - n Peaceful and effective conflict resolution practices
Community and Society	- n Stigma associated with help-seeking and mental illness - n Community practices of discrimination and deprivation - n Lack of access to mental health care - n Living in unsafe neighbourhood/experiencing violence or its threat - n Experiencing a disaster or emergency - n Mass media and social media-display incorrect information, sensationalize and insensitively report suicide cases, become a platform for cyber bullying, promote unrealistic standards of appearance/ lifestyle and increase social comparison	- n Strong social support networks - n Accessible mental health services and resources - n Reduced access to lethal means of suicide among people at risk - n Cultural values encouraging valuing of life - n Mass media and social media platforms as sources of positive information and spreading awareness about inclusion, support and mental health.



Students with an awareness of their strengths and weaknesses, and having a positive sense of self and responsibility towards own well-being will be better able to explore alternative ways to deal with difficult situations and make effective choices to handle perceived difficulties. Efforts need to be directed towards reducing the risk factors and strengthening protective factors. As mentioned earlier, these factors may influence independently or have a cumulative effect.

Warning Signs of Students at Risk

The warning signs are indicators that a student is at risk of suicide. Identifying the warning signs is important to provide timely support to students, as it is these signs which would lead to identifying those at risk of harming themselves.

Warning signs with exemplar statements are given on the next page to help teachers and other stakeholders understand the behaviours, feelings, and actions of students at risk.

FEELINGS
Hopelessness expressed through statements such as, <i>"Things will never get better", "There is no point in trying anymore"</i>
Helplessness expressed through statements such as, <i>"No one can help me with my problems, "I cannot see a way out"</i>
Worthlessness expressed through statements such as, <i>"I'm useless", "I am not important to anyone"</i>
Guilt, Shame, Self-hatred expressed through statements such as, <i>"I am a burden on others", "I am ashamed of myself"</i>
Irritability, Exhaustion expressed through statements such as, <i>"I feel so tired physically and emotionally"</i>
Persistent Sadness expressed through statements such as, <i>"I feel sad all the time, and I don't know how to stop this feeling"</i>



BEHAVIOURS AND ACTIONS

Withdrawal from Social Interactions: <i>Withdrawing from friends, classmates, family</i>
Lack of Concentration: <i>Such as being absent-minded, forgetful, and/or restlessness in class</i>
Sudden Mood Changes: <i>Sudden mood shifts without any known cause, Sudden spurts of anger/ crying</i>
Verbal Cues: <i>Statements such as, "I won't be around for long", "All my problems will end soon"</i>
Change in Appetite/Sleeping Pattern: <i>Increased or decreased appetite and/or disrupted sleep schedule</i>
Neglecting Personal Care: <i>Such as uncombed hair, ruffled clothes, not taking care of belongings</i>
Lack of Participation: <i>Losing interest in previously enjoyed school activities</i>
Indulging in Reckless Behaviour: <i>Being careless about safety, Use of substances (smoking, alcohol, etc.)</i>
Talking about Self-Harm or Ending Life/ Destroying Belongings: <i>Talking, writing and/or using social media to share thoughts of self-harm, destroying personal belongings, etc.</i>
Decline in Performance in School Activities: <i>Poor attendance, Decline in overall quality of academic and other school work</i>
Becoming Detached: <i>Returning gifts to friends for no reason, Saying goodbye to classmates, No excitement expressed in meeting friends</i>

Suicide Prevention: Plan of Action for Schools

Prevention of suicide requires a comprehensive approach, wherein the entire school as a team works to address the issue. Actions towards prevention of suicide involve:

- Taking proactive steps to identify students exhibiting warning signs and thereby at risk for self-harm, creating a dedicated team in school, promoting a supportive school environment, and building capacity of the stakeholders.



- n Responding immediately to situations where a student is at risk (either displaying warning signs or has been seen taking actions leading to self-harm).

The following section describes in detail:

- i. Setting up of School Wellness Team (SWT)
- ii. Promoting positive school environment
- iii. Building capacity for different stakeholders
- iv. Responding immediately and supporting students at risk and
- v. Appraisal of actions taken by school I.

Setting up of School Wellness Team (SWT)

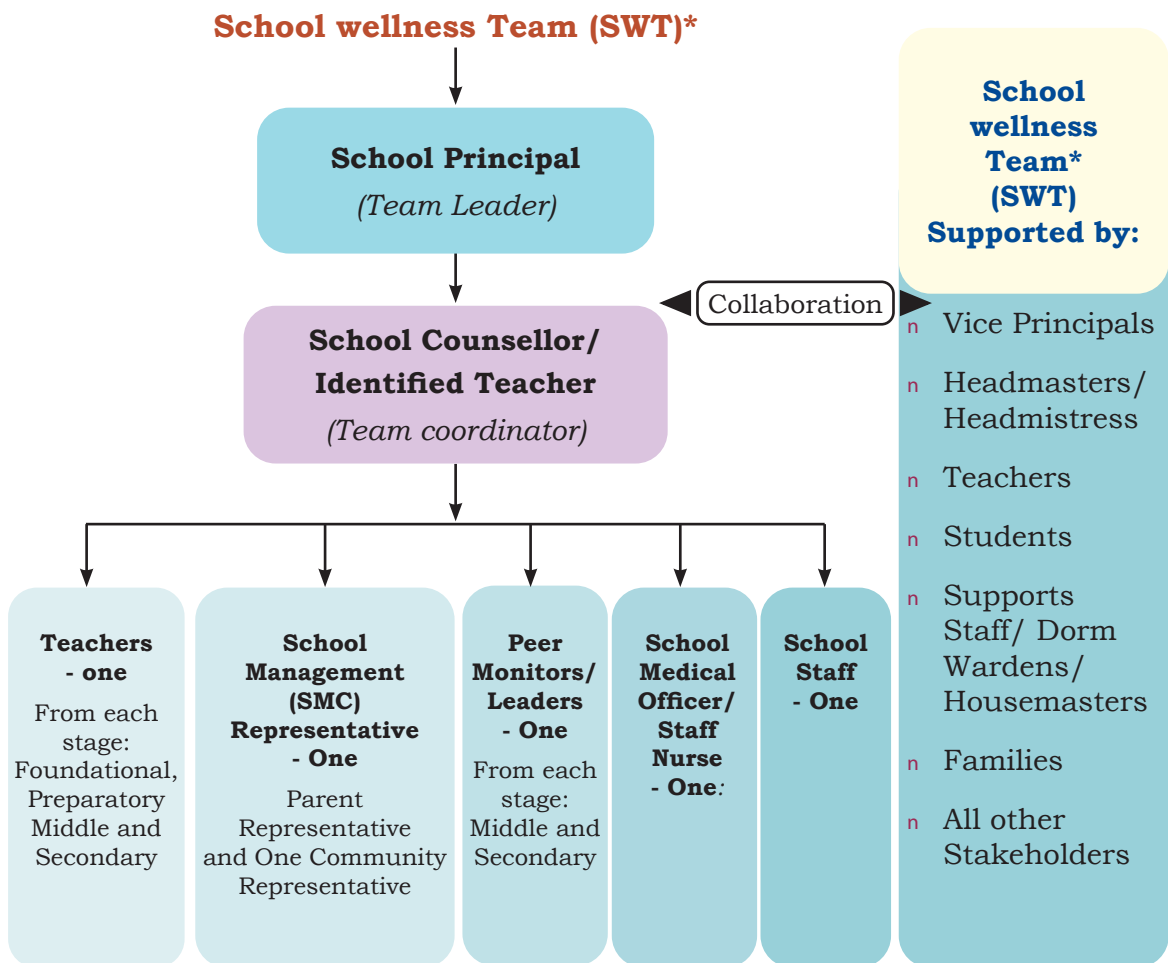
Preventing suicide requires implementation of effective measures, which is a collective responsibility shared by the entire school community. Therefore, schools need to adopt a comprehensive team approach in identifying those students who are at risk and in taking immediate action when a student proceeds to harm oneself. To make effective efforts towards preventing suicide in schools, a dedicated team is most essential. A School Wellness Team (SWT) may be formed under the leadership of the School Principal, where each member of SWT is oriented in handling crisis situations. When a student displaying warning signs has been identified by any stakeholder, they need to be reported to the SWT, which takes immediate action. The SWT will also play an important role in implementation of school activities directed towards creating awareness about mental well-being, leading towards suicide prevention. **However, SWT alone will not suffice in a school's efforts towards prevention of suicide and would require the support of all stakeholders.**

It is suggested that depending on the resources available within the school the, SWT be reconstituted on a regular basis to give



all stakeholders in the school the opportunity to build awareness and capacity. Additionally, it is important for the school to review the effectiveness of SWT and its functioning on an annual basis.

Composition of School Wellness Team



* While constituting the SWT, those individuals may be given preference who display characteristics such as trustworthiness, care sensitivity, sharing amicable relationships with all members of the school community, and possess good communication skills.

II. Promoting Positive School Environment

To be prepared for responding to a crisis situation, it is also important to promote and strengthen the protective factors and reduce the risk factors. A positive school environment can play a pivotal role in supporting student well-being and reducing the risk of suicide. Raising awareness about mental health is an integral part of creating a positive school environment. It promotes open dialogue, which can reduce stigma associated with seeking help and encourage students to reach out for support without fear of judgment or isolation.

Schools by promoting a positive environment, can reduce the risk of isolation, despair, discrimination and the occurrence of suicide. At the same time a positive school environment can help equip students with the necessary skills and support to cope with various challenges.

Actions for promoting a positive school environment

Encouraging Peer Support

(Creating a culture of Peer support by having Mano- Mitras in school who extend support to students across all stages of education. Mano-Mitras'also build and facilitate healthy bonds among peers, promote a culture of positive interactions and support by modelling sensitivity and being approachable.

Facilitation of group activities, clubs, events, etc. by school for encouraging peer support)

Organising Activities on a regular basis for Relaxing /Reducing Stress

Yoga, Meditation, Art, Music, Gardening, Dance, etc.

Providing Channels for Expression

Outlets such as access to a trained counsellor, help boxes or suggestion boxes to express concerns and seek help



Compiling Resources to Seek Support

Helpline numbers, phone numbers and email IDs of Counsellors and SWT members, brochures and pamphlets on causes, risk factors, protective factors, warning signs, etc.

Integrating Mental Well-being in School Functioning

Include aspects of mental well-being in daily interactions, open discussions, assembly time, different programmes, subject-teaching, etc.

Creating School Environment Promoting Sense of Belonging among Students

Supporting new students in adjustment through 'Mano-Mitras' and teacher support, organising activities such as cultural fests, community lunch in schools, etc.

Creating a Safe Environment in School and Beyond

*In school: Locking empty classrooms, lighting up dark corridors, cleaning gardens and areas with excess growth of grass
Places beyond school: Vigilance at railway tracks, river banks, bridges, cliffs, medical shops, etc.*

Encouraging School-Community Partnerships

Collaboration among all stakeholders: School administrators, teachers, counsellors, students, medical staff, supporting staff, parents, and community

Building Awareness about Mental Well-being among all Stakeholders for

- a) Nurturing Protective Factors and limiting Risk Factors for Mental Health and
- b) De-stigmatising mental health concerns (such as anxiety, depression, suicide, substance abuse) and encouraging talking/sharing about them

Through Role plays, Storytelling, Nukkad natak, Rallies, Posters, Exhibitions, Annual Day themes, etc.



III. Building Capacity for Suicide Prevention

In order to effectively prevent suicides and ensure appropriate and timely response in situations of crisis, schools must actively work towards building the capacity of all stakeholders which includes all teachers and school staff, students, families of students and other stakeholders. An important step in this direction is to enhance their knowledge and skills in recognising warning signs, providing support, and responding promptly to students at risk. The chart below delineates the various areas for capacity building of all stakeholders in the school.

Capacity Building of All Stakeholders in School

For Whom	Areas to be Covered	How and When	By Whom
All School Teachers Non-Teaching Staff Students Parents and Community	Recognising Risk Factors and Protective Factors and Identifying Warning Signs: Understanding and Recognising: n Risk Factors and Protective Factors (<i>Refer to pg.3</i>) n Self-harm or suicidal intentions, changes in behaviour or appearance which indicate that a student is at risk (<i>Refer to pg. 4</i>)	Orientation (minimum one) in the academic year, preferably in the beginning of the school academic session. An experiential session for 'Immediate Response for Supporting Student at Risk' <i>Orientation with Parents can be conducted during PTMs, Community collaborations can be sought with Local Community Heads</i>	School Counsellor or Psychologist or Counsellor or Social Worker identified by the school (<i>may consider those who are from immediate school community</i>)

	Immediate Response for Student At-Risk n The immediate action to be taken on identifying a student at risk (Refer to pg. 9)		
	Information about School's Referral and Support Resources: n Contact details of local referrals (such as Mental Health Professionals, Counselling helplines, etc.) including name, address and contact number compiled by School n Contact details (Phone Numbers and Email ids) of SWT members n Database to be available at school website, notice board outside office/ counselling room		School Staff in charge of collating the resources



All SWT Members	Handling Crisis Situation: The steps for managing the situation and providing adequate support when a student is at risk <i>(Refer to pg. 9)</i>	Orientation (minimum one) in the academic year, for all SWT members, preferably immediately once the team is set up/ beginning of the academic session	School Counsellor or Psychologist or Counsellor or Social Worker identified by the school <i>(may consider those who are from immediate school community)</i>
	Supporting Parents/Family of Students at Risk: - Extending support to parents and family of student at risk in providing a safe and supportive environment at home Using Referral and Support Resources: - Collating Information by school about resources for referral - How and when to make use of referral	Orientation (minimum one) in the academic year	School Staff in charge of collating the resources



	<i>n Based on the assessment by the counsellor, the SWT to take a decision on referral which will be communicated by the Principal to the parents</i>		
Parents, Family and Community	Supporting Students during Stressful Experiences: <i>n Know-how of situations which can be stressful for a student (These vary for each student; some commonly reported concerns are due to exams, results, transitions between classes, re-joining school after vacation, discrimination, family problems, community or society related issues, bullying, harassment, humiliation, etc.)</i> <i>n Supporting the child at home and informing in school</i>	Orientation (minimum one) in the academic year	School Counsellor or Psychologist or Counsellor or Social Worker identified by the school (<i>may consider those who are from immediate school community</i>)



IV. Immediate Response for Supporting Students at Risk

Immediate response to students can be categorised into two levels. The first pertains to students who are displaying warning signs and due to prevalence of risk factors in their life, makes them more vulnerable/prone to self-harm. The other addresses those students who are actively taking steps to harm themselves. Immediate action is required in both situations of at-risk behaviours, i.e., when the student is:

- A. Displaying warning signs
- B. Attempting self-harm

Remember if a student displays any warning sign(s) even once, it is important to take immediate action. In such situations the following actions may be taken to support the student:

A. Immediate Response to Student Displaying any Warning Sign
<i>Action by any Individual in School (Peers/Friends/Classmates/Teachers/Other School Staff, etc.)</i>
- n Approach the student with care. Stay calm*, do not show any distress. - n Gently talk to the student and try to understand how the student is feeling. - n Listen attentively and provide them a safe space to express their feelings. - n Suggest the student to talk to a teacher/ counsellor/SWT member or anyone the student feels comfortable with. - n Inform a SWT member about the student/situation.
<i>Action by SWT Member</i>
1. Stay calm* and do not show any signs of distress. Make the student feel that you are there to help them. Do not give any judgment/comment on the situation/action/expression of feelings exhibited by the student. 2. Ensure confidentiality and gently ask the student about the warning signs you noticed. For example, “I noticed that/I came to know that you are very upset (any other warning sign noticed). Is there something that you would like to share with me?”/ “Can I help you in any way?”



3. Encourage the student to talk. Let the student know that any information shared by them will be kept confidential (only be shared with concerned people who can help). This will help the student to calm down and express their feelings. Ask in a considerate manner - *"How are you feeling now? Is something bothering you?"* (If the student is not willing, do not force them to share). Let the student feel supported.

4. Listen attentively to the student. Encourage the student to talk to the school counsellor and seek support for their feelings/behaviours/actions in concern.

5. Share the information about the student's warning signs and their responses with the school counsellor. Also, inform the school Principal about the incident and the actions taken so far.

The counsellor will take forward interaction with the student in the counselling sessions. In case a counsellor is not available in school, Principal in discussion with SWT will refer the student to a counsellor outside the school. The Principal will inform the parents, and share details of referral for taking further steps. Also, maintenance of records and follow up with the student will need to be taken up by the counsellor.

**Staying calm and not showing distress or panic is essential and a prerequisite in providing support to the student*

In instances where warning signs go unnoticed or unreported, the student may prepare for the ultimate steps of taking their life. In such situations, the following actions may be taken to prevent suicide and save the student.

B. Immediate Response to a Student Attempting Self-harm

Action by any Individual in School (Peers/Friends/Classmates/Teachers/Other School Staff, etc.)

- n Stay calm*, do not show any panic. Approach the student with caution.
- n Address the student by name. Calmly remove all means of harm, if any, without using force.

e.g., "I see there is in your hand/ with you. Please give it to me." or "Would you please give me the pills or any other means of self-harm?"



- n Offer the student water/something to eat to stall immediate harm by diverting their attention.
- n Simultaneously inform any SWT member about the action being displayed by the student.
- n Gently continue talking to the student and try to understand their intent for self-harm.
- n Do not leave the student alone until a SWT member arrives.

Action by SWT Member

1. Reach the student's location as soon as possible.
2. Provide the student with a quiet and comfortable place which is well-ventilated and well-lit (like the counsellor's room) to sit and talk freely without the fear of others overhearing.
3. Assure that you are there to listen to their concerns.
e.g.: "I am here for you. I will try to help you."
4. If the student seems open to talking, then gently inquire about their concerns,
e.g.: "You seem sad/anxious/stressed. Would you like to talk about it with me?"
However, if you feel that the student does not want to share their concern, respect their choice, and explore with whom the student wants to talk, such as another teacher, parent, friend/classmate, etc.

Note: In case of a medical emergency, inform the medical officer and the Principal immediately. Further, the Principal will inform the student's parents/ guardian with due sensitivity and care.

5. If you feel that immediate harm has been stalled provide comfort to the student by listening and gaining an understanding of the problem. During the conversation explore if the student has planned or prepared for other modes of self-harm.
e.g., "I'm sure you're going through a difficult time... Please continue. I am listening to what you are sharing."
6. Once self-harm has been prevented, accompany the student to the counsellor. Here, the counsellor may begin the counselling process and if required take steps for referral and follow-up along with the maintenance of records.
7. Principal informs parents with sensitivity and assures support from school for counselling, referral, care in school, etc.





In situations requiring immediate response to at-risk behaviour, it is important to ensure confidentiality and student's right to privacy, sharing information only with the relevant concerned school staff and student's family, after informing the student. This practice should also be followed while maintaining records, ensuring the record document is kept securely, with access only to the concerned individuals.

Maintaining Records: Ensure keeping a record of at-risk behaviours of a student and corresponding actions taken by school. Records are to be maintained by the school ensuring confidentiality and access by SWT members/ concerned persons only.

Follow-up: This is an essential step required in not only ensuring the safety of the student but also to understand the challenges. The SWT members need to connect with parents after the incident to follow up on the student. *Mano – Mitras* to continue supporting the student and together help in avoiding any such situation in the future.

Postvention: In situations where a death has occurred by suicide, it is crucial to immediately respond to it with utmost sensitivity. The response includes activities directed towards promoting healing of those impacted by suicide loss including family, friends and other peers support like first responders and teachers/other staff in school, ensuring reduction of risk for those at high risk after exposure to the suicide and mitigating other negative effects.

The school should ensure support to all the above through:

- a. Offering counselling support to the deceased's parents, family, friends, first responders etc. with school counsellor and/or sharing referral for further support.
- b. Providing correct information related to the suicide to students and other stakeholders, to avoid spreading of rumours. Further school can also provide information about mental health concerns, seeking help for grief, coping skills, local referrals

- (mental health professionals, counselling helplines etc.) for seeking professional support.
- c. Encouraging communication about suicide with sensitivity, avoiding labelling language such as 'committed suicide'.
 - d. Organising of support groups, discussions with students, parents to provide support and encouraging expression of feelings.

V. Appraisal of Actions taken by School

Periodic assessment needs to be undertaken by the school for continuous reflections on actions taken towards prevention of suicide. SWT and other stakeholders of school should meet at regular intervals to reflect on their experiences in implementing the guidelines and analyse the feedback received to identify areas that require improvement. This assessment should include a comprehensive review of existing practices related to promoting awareness, fostering a positive school environment, staff orientation, sensitization, recognizing warning signs, reporting protocols, and provision of immediate response.

Furthermore, feedback should be actively sought from various stakeholders including teachers, parents, and the wider community regarding the school's action for suicide prevention. Based on the insights gained from the evaluation and stakeholder feedback, improvements in the school plan can be initiated.

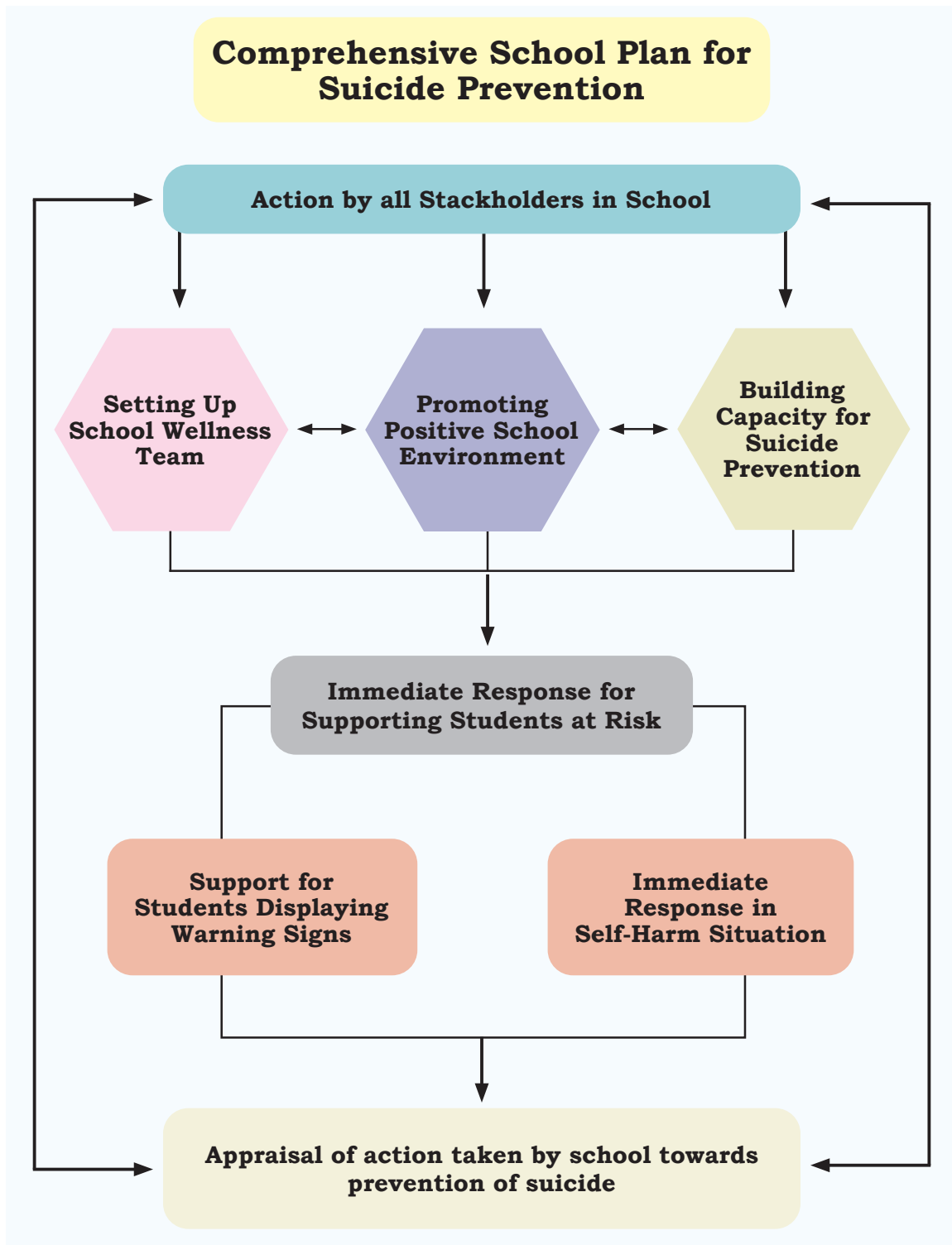


Role of Principal

As in-charge of school and SWT leader, the Principal is the guardian of all students in the school, a leader of the teachers and responsible for the well-being of all. It is important that the Principal,

- n ensures that all concerned stakeholders in school community are sensitised and oriented to extend support to any student at risk.
- n sensitises concerned stakeholders to maintain confidentiality and support the student as and when required. In a situation of self-harm/attempted suicide or display of warning signs by any student, ensure that either the Principal or a SWT member reach the location/ contact the person as soon as possible and provide support.
- n ensures that medical services are provided in case of a medical emergency.
- n informs parents or guardians immediately with sensitivity, ensuring privacy, and avoiding the presence of others not involved. School Counsellor/SWT member should be directed to support the parents.
- n if a parent or guardian is impacted by the incident and requires support, asks the school counsellor to
- n provide support through few sessions or recommend them to visit a mental health professional for further expert intervention.
- n extends support to counsellor or SWT for following up and supporting a student once referred.
- n informs the class teacher and subject teachers about the incident in a sensitive manner. SWT member and class teacher can work collaboratively to establish a system for providing peer support to the student at school.
- n ensures that SWT should maintain regular contact and connection with the student and their family to ensure on-going support and well-being.
- n schedules weekly meetings of SWT with the parents and class teacher to check on the student's well-being.





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