EL ALTILLO INTERNATIONAL SCHOOL | iSP International Schools Partnership

Action Protocol: Individualized Plan for the Prevention of and Protection Against Suicidal Behavior and Self-Harm

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1. Actions at School: Protection and Safety Measures

1.1. Emergency phone numbers and legal guardians

- Record in a document:
  - Legal guardians' personal and work phone numbers.
  - Psychological crisis support number (e.g., 024 in Spain).
- Keep this information in a confidential document accessible only to the homeroom teacher, grade-level coordinator, school counseling department, and authorized staff.

1.2. Safe location at school

- Assign places in the classroom away from open windows or dangerous heights. If possible, move the entire group to a classroom on the ground floor of the building.
- Lock or restrict access to unsupervised areas: rooftops, cleaning rooms, storerooms, etc.
- Remove or secure objects that could be used for self-harm (utility knives, sharp-pointed scissors, compasses, etc.) from areas used by the student. Use supervised alternatives when necessary.

1.3. Seating in the classroom

- Agree on the student's seating with the homeroom teacher:
  - Near the teacher.
  - Beside selected trusted classmates (after discussing this with the student).
- Avoid isolated seating or seating in the back row.

1.4. Attendance monitoring

- The homeroom teacher must check the student's attendance daily.
- All teachers must check whether the student is present; if absent, they must immediately notify the homeroom teacher, grade-level coordinator, or school counselor.
- Make direct contact (by call or message) if the absence has not been explained through the usual channels.

1.5. Supervision during transitions

- The student must be accompanied by an adult when:
  - Changing classes in another building or on another floor.
  - Going to the gym or workshops.
  - Going to the playground or restrooms.

1.6. Supervision during unstructured periods

- Assign a responsible adult for:
  - Arrival at and departure from school.
  - Recess (remaining near staff on duty).
  - Lunch (preferably accompanied or seated near supervising staff).

- Restrooms (monitor time spent there, entry, and exit).

1.7. Sharp objects or hazardous materials

- Check in advance with each teacher whether the following will be used:
  - Scissors, blades, glass, chemicals, tools, etc.
- The student must not have direct access to these without supervision.

1.8. Staff to be informed

- School leadership and the counseling department will decide:
  - Which teachers need to know about the situation and how much they need to know.
  - Which non-teaching staff (reception and maintenance staff, activity supervisors, cleaning staff, or cafeteria staff) need to be informed to ensure safety.
- All information shared must be limited, confidential, and intended for prevention purposes.

1.9. Information for the teachers involved

- Hold an initial coordination meeting with the student's teachers.
  - Explain warning signs.
  - Explain what to do in a crisis.
  - Explain channels for communicating with the counseling team and homeroom teacher.

1.10. Safe space for emotional dysregulation

- Designate a fixed space (the counselor's office or a quiet room).
- Establish a procedure:
  - The student may ask to leave when feeling overwhelmed (using a code word or signal).
  - An adult supervises the student and records the time spent there and the reason.
  - Episodes are documented in a confidential record.

1.11. Monitoring movement around school

- The student must not move around the school freely. An adult must accompany the student at all times.

Emotional Support Measures

1.12. Seating in the classroom (repeated measure)

- Same as measure 1.3, with an emphasis on emotional support (not just prevention).

1.13. Specific homeroom activities

- Plan group and individual homeroom sessions on:
  - Managing emotions.
  - Self-concept and self-esteem.
  - Preventing stigma.
  - Group cohesion and conflict resolution.
  - The group's role as a source of support.
- Involve the Counseling Department in planning the sessions.

1.14. Peer warning channel

- Select a trusted classmate with the consent of the student and family.
- Establish a direct communication channel with the homeroom teacher, grade-level coordinator, or counselor to report any warning signs while maintaining confidentiality.

1.15. Emotionally safe space (repeated with an emphasis on emotional support)

- As in item 1.10, emphasizing its use for managing emotions rather than as a safety measure.

1.16. Trusted adults

- Designate one or two adults at school (homeroom teacher, counselor, or a teacher with whom the student has a good relationship) as trusted contacts.
- These adults should:
  - Be regularly available for brief meetings with the student.
  - Be trained in active listening and emotional support.
  - Informally check in on the student's well-being.

1.17. Individualized follow-up

- The homeroom teacher or a teacher with a particularly strong connection to the student will:
  - Keep a weekly record of the student's emotional well-being.
  - Provide brief updates to the counseling team and family (where appropriate).
  - Coordinate with other teachers.

1.18. Learning support

- Prioritize emotional well-being over academic results.
- Provide accommodations:
  - Flexible deadlines.
  - Reduced assignments when necessary.
  - Positive reinforcement for achievements, however small.
  - Individual academic support sessions (answering questions and teaching study skills).
  - Provide career guidance if the student is disengaged from school.

1.19. Relaxation techniques

- Include short breathing exercises or active breaks during stressful moments (in the classroom or safe space).
- Have materials ready (audio recordings, worksheets, self-regulation objects such as stress balls).
- The counselor or homeroom teacher can coordinate this after receiving basic training.

1.20. Additional educational measures

- Depending on the student's progress:
  - Referral to external psychological support programs.
  - Participation in mentoring activities, emotional skills workshops, mediation, etc.

2. Actions with the family

- Regularly inform the family about the student's situation at school and encourage reciprocal information-sharing so that the measures for the student can be updated.

3. Actions with specialized external services

- In coordination with the family, contact any external professionals providing the student with specialized mental health care or social services.