

# Addressing NSSI in Schools

## DO

Be aware of cultural sensitivities, and any increased risk or issues that may relate to particular student groups (e.g. Indigenous students, LGBTI, students with disabilities)

## DON'T

Adopt a blanket approach to addressing and responding to NSSI without considering individual student needs

## DO

Consider the impact of NSSI on other students in the school. Support friends and peers of students who self-injure

## DON'T

Avoid discussing NSSI with friends/peers

Within the confines of confidentiality, it is important to check in with friends of someone who self-injures to ensure their wellbeing

## DO

Use respectful language. See below as a guide to speaking about suicidal behaviour

## DON'T

Use stigmatizing or labeling language (e.g., referring to students who self-injure as “cutters” or “self-injurers”)

<https://www.beyondblue.org.au/the-facts/suicide-prevention/worried-about-suicide/having-a-conversation-with-someone-you're-worried-about>

## DO

Recognize that many different young people engage in self-injury, in a number of different ways

## DON'T

Assume that self-injury is a behaviour only one group (eg., “young women”, “emos”, “alty-kids”) engages in, using only one method (eg., cutting or scratching)