

Reference Guide for Assessing and Managing Suicidal Risk

Suicidal Risk*	Suicidal Ideation	Suicidal Plan/ Intent	Suicide Attempt	Emotional Distress	Management Plan[#]
Low	Low frequency and intensity, shorter duration	<ul style="list-style-type: none"> • No concrete suicidal plan • No obvious suicidal intent 	Nil	Mild	Arrange first-tier/ second-tier support services
High	More frequent and intense, longer duration	<ul style="list-style-type: none"> • With more concrete suicidal plan • With more obvious suicidal intent 	With previous suicide attempt	Quite distressed	Refer to third-tier support services; and arrange follow-up services at the first-tier and second-tier
Very High/ Imminent	Frequent and intense, enduring suicidal ideation	<ul style="list-style-type: none"> • With concrete suicidal plan • Preparing for suicide, including tools, after-death arrangements, etc. • Strong suicidal intent 	With previous suicide attempt using lethal means (such as hanging, charcoal burning, jumping from height, or overdosing on medication), especially in the recent past	Severe	Consider taking the student to the Accident and Emergency Department for treatment

* The level of suicidal risk is dynamic and may be adjusted based on the prevalence and changes of protective factors (such as adequate problem-solving skills, good social skills, effective stress management, positive self-esteem, support from significant others, and family connections and cohesion) and risk factors (such as self-harming behaviours, previous suicide attempt, mental illness, adverse childhood experiences, negative thoughts/ sense of hopelessness, parental discord/ family conflict, and poor peer relationships). Protective factors enhance an individual's resilience to cope with setbacks in life, while risk factors increase an individual's suicidal risk.

[#] Management plan should be based on the conditions and needs of the students. While arranging the related services, it is not necessary to include all the features under the corresponding suicidal risk level.