



# Barton

Junior School

Aspire - Believe - Create

## Bereavement Policy

Including information on support  
Through Covid 19

Barton Junior School Bereavement Policy	
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## **1. Aims**

Barton Junior School aims to ensure that all children in our care are equipped with high-quality learning experiences that prepare them for life in the 21st century, whilst simultaneously providing them with the traditional values of courtesy and self-discipline that have and always will be, important for success in life beyond school.

We believe it is our duty to ensure that all pupils have access to a happy, challenging and safe learning environment. To achieve this, we need to nurture a partnership with parents and pupils that is based upon openness, mutual respect and the highest expectations of all.

Our school is fully committed to the emotional health and well-being of our children and young people and that of our staff. We are dedicated to the continual development of a healthy and thriving community and strive to work towards this in all aspects of school life. We are passionate about providing an ethos, culture, environment and curriculum that can provide support during difficult times, including a time of death or dying.

## **2. Rationale**

Every 22 minutes in the UK a parent of dependent children dies, leaving about 41,000 bereaved children each year. Many more are bereaved of a grandparent, sibling, friend or other significant person, and, sadly, around 12,000 children die in the UK each year.

Within our school community there will almost always be some children who are struggling with bereavement – or sometimes the entire school community is impacted by the death of a member of staff or a pupil. We would hope to not encounter such circumstances, but the statistical inevitability of such an occurrence implies the necessity of having a Bereavement Policy in place in order that we might be proactive, rather than reactive, when responding to these challenging situations. Empathic understanding in the familiar and secure surroundings of school may be all the bereavement support some children, or staff require, though referral to more specialist support should be a consideration where the impact of grief is more complex.

## **3. Following a Bereavement:**

We believe that children and adults alike have the right to:

- Be given space and time to grieve
- Be given support from whichever source is deemed the most appropriate – if possible, of their own choice.
- Encounter a caring environment in which they feel safe to demonstrate grief without fear of judgement.

We recognise:

That grief may not always be apparent to the onlooker, but its invisibility makes it no less

- real.
- That differing religions/cultures view death and bereavement from different perspectives and all viewpoints should be taken into consideration and given equal value in the school environment.
- That the death of a child has huge repercussions beyond the immediate teaching/care team of that child and every effort should be taken to inform and deal sensitively with the far-reaching contacts.

Additional information and resources can be accessed at <http://www.childbereavement.org.uk>

### Objectives

The core intentions of the policy are:

- To support pupils and/or staff before (where applicable), during, and after bereavement
- To enhance effective communication and clarify the pathway of support between school, family and community.
- To identify key staff within school and any agencies and clarify the pathway of support.

The Children Act 1989 aimed to ensure that the welfare of the child was paramount, working in partnership with parents to protect the child from harm.

All intentions of this policy endorse that aim as we endeavour to counter any adverse effects of bereavement and maintain pupil and staff emotional well-being.

### Responsibilities

The role of the Board of Trustees ( DFAMat)

- To approve policy and ensure its implementation as an active document.
- To be reviewed every three years. This includes:
  - Reflecting on its effectiveness in practice.
  - Utilising the expertise within schools and sharing responsibilities.

## The role of the Headteacher

The Headteacher has overall responsibility for the policy and its implementation, for liaison with the governing body, parents/carers, the Local Authority and other relevant outside agencies.

Each school in the Trust will set out below their arrangements for the following:

1. Designated, named members of the school staff who will provide support to bereaved children and young people in the event of a death
2. How to inform pupils / colleagues about a death and what to do when you are required to tell a pupil that someone close to them has died
3. What support will be offered to staff / pupils if they have been bereaved
4. What do in the case of a crisis or disaster situation on school premises or on a school trip
5. How to recognise common symptoms and behaviours associated with grief
6. How to deal with media interest surrounding a death and designating two / three members of staff to act as media coordinators

The named contacts for the Trust and schools are:

For the Trust	The CEO Mr D Meades	<a href="mailto:david.meades@dfamat.com">david.meades@dfamat.com</a> 01304 200177
Astor College	Principal Mr L Kane	<a href="mailto:Lee.kane@astor.dfamat.com">Lee.kane@astor.dfamat.com</a> 01304 201151
Barton Junior School	Headteacher Miss M O'Dell	<a href="mailto:mel.odell@barton.dfamat.com">mel.odell@barton.dfamat.com</a> 01304 201643
Shatterlocks Infant and Nursery School	Headteacher Mrs N Biddle	<a href="mailto:Nicky.biddle@slocks.com">Nicky.biddle@slocks.com</a> 01304 204264
White Cliff Primary and Pebbles Nursery	Principal Mrs S Knight-Fotheringham	<a href="mailto:Sue.fotheringham@wcliffs.com">Sue.fotheringham@wcliffs.com</a> 01304 206174

The Named DSL/s trained Bereavement Support member/s of staff at each school

For The Trust	Helen Jarvis (tbc)	<a href="mailto:Helen.Jarvis@astor.dfamat.com">Helen.Jarvis@astor.dfamat.com</a> 01304 201151
Astor College	Helen Jarvis	<a href="mailto:Helen.Jarvis@astor.dfamat.com">Helen.Jarvis@astor.dfamat.com</a> 01304 201151
Barton Junior School	Mary McConnell	<a href="mailto:mary.mcconnell@barton.dfamat.com">mary.mcconnell@barton.dfamat.com</a> 01301 201643
Shatterlocks Infant and Nursery	Maria Swaffer	<a href="mailto:Maria.swaffer@slocks.dfamat.com">Maria.swaffer@slocks.dfamat.com</a> 01304 204264
White Cliffs Primary College	Helen Kemp  Clare Hodgson	<a href="mailto:Helen.kemp@wcliffs.dfamat.com">Helen.kemp@wcliffs.dfamat.com</a>  <a href="mailto:Clare.hodgson@wcliffs.dfamat.com">Clare.hodgson@wcliffs.dfamat.com</a> 01304 206174
Pebbles Nursery	Naomi Palmer	<a href="mailto:Naomi.palmer@wcliffs.dfamat.com">Naomi.palmer@wcliffs.dfamat.com</a> 01304 206174

The Headteacher will:

- Monitor progress and liaise with external agencies.
- Respond to media enquiries.
- Keep the CEO fully informed, who will in turn inform Trustees.

Be first point of contact for family/child concerned.

The role of the Local Authority

- To advise and support staff, consult on referral pathways and help with the identification of more complex grief.

The role of Pastoral Staff (including i.e. school counsellors and mentors).

- To have bereavement support training and cascade learning to other staff.

NB: It is important that all staff feel confident in delivering support for pupils, supporting each other and implementing this policy. To this end it is desirable that the whole school staff have some awareness of bereavement through a whole school training if possible.

- Establishing and co-ordinating links with external agencies.
- Cross-phase liaison with other primary or secondary schools.

### **Procedures**

1. Contact with the deceased's family should be established by the Principal/Headteacher and the family's wishes respected in communicating with others. Factual information is essential to avoid rumour and confusion, whilst being sensitive to cultural and religious considerations.

NB: We need to be mindful of the use of social media sites and their impact throughout this time as rumour and gossip spread quickly.

2. Staff should be informed before pupils and be prepared (through prior training) to share information in age-appropriate ways, as agreed for each individual circumstance.

3. Pupils should be informed, preferably in small groups, by someone known to them. A decision should be made as to whether this information should be given as part of a whole school approach or if only certain groups of pupils need to be informed.

4. A letter to all school families affected should be composed at the earliest opportunity and a decision made as to whom, and how, it should be distributed.

5. The school should be aware that the school timetable may need a degree of flexibility to accommodate the needs and wellbeing of children affected by the situation. However, minimal disruption to the timetable also offers a sense of security and familiarity.
6. Staff affected by the death will be offered ongoing support as appropriate.
7. In consultation with the bereaved family, arrangements for funeral attendance may be clarified, with the consideration of full or partial school closure in some circumstances.
8. Where necessary a press statement should be prepared by the Head Teacher
9. School should be aware that the impact of bereavement follows a child throughout their school life so information should be recorded and shared with relevant people, particularly at transition points. The school should be aware of any ongoing bereavement issues for new pupils. To this end it is important to have effective communication with 'feeder' schools

NB: Many of the guidelines in this policy are only appropriate when the school community as a whole has experienced a death, for example a teacher, a pupil or another staff member.

Perhaps a more common experience for teachers and learning support staff is that of a pupil experiencing the death of a parent. Whole school or class activities will not normally be appropriate in this situation, but the needs of that individual pupil should still be given careful consideration.

If a child has been bereaved it is important to involve them in decisions about how the school manages issues relating to their loss. Talk to the child about their preferred way of informing their peers about what has happened and about the support they need.

#### 4. Model Letters

Before sending a letter home to parents about the death of a pupil, permission must be gained from the child's parents.

The contents of the letter and the distribution list must be agreed by the parents and school

Sample letter on death of a pupil

Dear Parents

Your child's class teacher/form tutor/had the sad task of informing the children of the death of <Name>, a pupil in <Year>.

<Name> died from cancer. As you may be aware, many children who have cancer get better but sadly <Name> had been ill for a long time and died peacefully at home yesterday.

He/She was a very popular member of the class and will be missed by everyone who knew him/her.

When someone dies it is normal for their friends and family to experience lots of different feelings like sadness, anger and confusion. The children have been told that their teachers are willing to try to answer their questions at school but if there is anything more that you or your child needs to know, please do not hesitate to call the school and ask for someone to speak to. We would be more than happy to help you.

We will be arranging a memorial service in the school in the next few months as a means of celebrating <Name's> life.

Yours sincerely

<Name>

Principal/Headteacher

Sample letter to bereaved parents:

Dear

We are so very sorry to hear of <child's name>'s death. There are no words to express the sadness of losing a child and we can only begin to imagine the anguish you must be going through.

Clearly, as a school community, we will miss <him/her> very much and we are doing our best to offer comfort and support to <his/her> friends and classmates. <He/She> was a much-loved member of our school family.

If we can do anything to help as you plan <child's names>'s funeral service or other memorial opportunities, please let us know. In time, we will also ensure that anything of <child's names>'s that remains in school is returned to you, including photographs we may have on the school system.

Be assured that you are in our thoughts at this very sad time and do not hesitate to contact us if we can be of support in any way.

With sympathy,

Principal/Headteacher

Sample letter on death of a staff member:

Dear parents

I am sorry to have to tell you that a much-loved member of our staff, [name] has died. The children were told today, and many will have been quite distressed at the news. No-one wants to see children sad, but we are very aware that factual information and emotional support are the best means of helping children deal with bereavement. I am sure there will be many parents who are also saddened by the news.

Children respond in different ways so may dip in and out of sadness, and questions, whilst alternately playing or participating in their usual activities. This is normal and healthy.

You may find your child has questions to ask which we will answer in an age- appropriate way in school, but if you feel you would like more support and advice yourself, please do not hesitate to contact the school office. You may also find some very useful advice and resources online at: <http://www.childbereavement.org.uk>

We will share details of the funeral as soon as they are known. Children who wish to attend will be welcome to do so, though it will not be compulsory. It is likely that school will be closed on the morning or afternoon of the funeral as staff will, of course, wish to pay their respects to a very popular colleague. I am sorry to be the bearer of sad news, but I appreciate an occurrence like this impacts the whole school community. I am so grateful for the thriving partnership we have with parents and trust that we, together, will be able to guide and support the children through what may be, for many, a very new experience in their lives.

Yours sincerely

Principal/Headteacher

## 5. Appendix A

### Different Cultures and Belief

Schools have to function within an increasingly multi-cultural society, in which various beliefs, religious and non-religious, require to be taken into account. Respect for the differing needs, rituals

and practices is essential when acknowledging a death. It is this diversity that enriches our lives.

General points for Eastern Faiths:

Within a faith there are often many variations and it is wrong to be prescriptive as beliefs can be moderated by life in a Western Culture. This is especially so for the younger generation, who may find it difficult to fit in with the stricter requirements of older members of a family or community. Families tend to be much more involved in preparing the body and the funeral arrangements than in Christian faiths.

Because of belief in an afterlife, it is important that the whole body is retained. Postmortems therefore tend to be viewed as unwelcome procedures. The coffin is likely to be kept at home until the funeral and may well be open. All who wish to pay their respects will be very welcome.

The following descriptions merely give an overview of the major religions and belief systems that are found in the UK.

#### Islam

Muslims believe in life after death when, on the Last Day, the dead will come back to life to be judged by Allah. The good will reside in Paradise, the damned in Hell. Muhammad teaches that all men and women are to serve Allah and that they should try to live perfectly, following the Qur'an. Devout Muslims believe that death is a part of Allah's plan and open expressions of grief may be viewed as disrespectful to this belief.

As cremation is forbidden, Muslims are always buried, ideally within 24 hours of the death. Ritual washing is usually performed by the family or close friends at the undertakers or mortuary. They will wrap the body in a clean cloth or shroud. The coffin is often very plain as traditionally one would not be used. The grave is aligned to enable the head of the deceased to be placed facing the holy city of Mecca. Muslim graves are unmarked but to meet UK requirements, a simple headstone is used as a compromise.

There is an official mourning period of three days when the family will remain at home and be brought food by friends and relatives. For forty days after the funeral relatives may wish to make regular visits to the grave on Fridays.

#### Hindu

Hindus believe in reincarnation and a cycle of rebirths. When a person dies, the soul is reborn in a new body, returning to earth in either a better or worse form. What a person does in this life will influence what happens to them in the next, the law of Karma. Those that have performed good deeds in this life will be reborn into higher order families, those whose behaviour has been bad will be born again as outcasts.

A Hindu funeral is as much a celebration as a remembrance service. Hindus cremate their dead as it is the soul that has importance, not the body which is no longer needed. White is the traditional colour and mourners usually wear traditional Indian garments. If attending, it may be worth asking what the appropriate dress will be. During the service, offerings such as flowers or sweetmeats may be passed around and bells rung so noise is a part of the ritual.

The chief mourner, usually the eldest son, and other male members of the family, may shave their heads as a mark of respect. In India, the chief mourner would light the funeral pyre. Here, he will press the button to make the coffin disappear and, in some instances, may be permitted to ignite the cremator. Ashes may be taken back to India to be scattered on the River Ganges. In the UK, some areas of water have been designated as acceptable substitutes.

The mourning period lasts between two and five weeks.

### Sikhs

Sikhs believe the soul goes through a cycle of rebirths, with the ultimate objective being to reach perfection, to be reunited with God and, as a result, break the cycle. Thus, death holds no fear and mourning is done discretely. The present life is influenced by what happened in previous ones and the current life will set the scene for the next.

The deceased is cremated as soon as possible after death. The coffin is taken to the family home where it is left open for friends and family to pay their respects. It is then taken to the Gurdwara where hymns and prayers are sung. A short service follows at a crematorium, during which the eldest son presses the button for the coffin to move behind the curtain. In India, the eldest son would light the funeral pyre and no coffin would be used. After the funeral, a meal may be held at the Gurdwara. The ashes may be taken back to India to be scattered. Here they may be sprinkled in the sea or river.

The family remain in mourning for several days after the funeral and may listen to readings from the Guru Granth Sahib (Holy Book).

### Buddhist

Buddhists believe that nothing that exists is permanent and everything will ultimately cease to be. There is a belief in rebirth but not of a soul passing from one body to another. The rebirth is more a state of constantly changing being rather than a clear-cut reincarnation. The ultimate objective is to achieve a state of perfect peace and freedom. Buddhists try to approach death with great calmness, and an open-minded attitude of acceptance.

There are few formal traditions relating to funerals and they tend to be seen as non-religious events. Cremation is the generally accepted practice and the service is kept very simple. It may be conducted by a Buddhist monk or sometimes family members.

### Christianity

Christians believe that there is just one God and that Jesus Christ was the Son of God. They believe that Jesus died on the cross (The Crucifixion), and that three days later, God raised him from the dead (The Resurrection).

Christians believe in an afterlife and also the idea of resurrection but the details around what actually happens at the time of death and afterwards, varies within the different denominations. For some,

as soon as a person dies, he or she is judged by God and will immediately go to Heaven or Hell, dependent on how good or bad a life they led. For Roman Catholics, there is a half-way place called Purgatory, where an impure soul can stay until fit to enter Heaven. Others believe in the Day of Judgement, when the world will end, and the dead will return to life to be judged by God.

Within the different Christian denominations, there are many variations on what happens at a funeral. When someone dies, the body is taken to an undertaker who will carry out the necessary preparations for the body to be laid out. This is to enable those who wish to view it before it is placed in a coffin. The funeral, organised by an undertaker, is about one week after the death. This usually takes place in a church, but sometimes a crematorium, or a combination of the two. The coffin will remain closed. Wreaths or bunches of flowers may be placed on the coffin. It is traditional to wear black, but this custom varies. If held in a church, the funeral service may include a Holy Communion, Eucharist or Mass. The body will either be buried or cremated, dependent on the wishes of the deceased and the family. A churchyard grave is often marked by a headstone but for a cremation, the family may choose a more informal way to mark where the ashes are buried or have been scattered.

### Humanist

Humanists are non-religious. They follow the principle that this life is the only one we have and therefore when you are dead there is no moving on to another one. The focus of a Humanist funeral is on celebrating the life of the deceased. The person people knew is talked about, stories shared, and memories recalled. Their favourite music may be played, whatever it is. This is done by friends and family who are supported by an Officiant. The ceremony, usually a cremation, will be tailored to meet the family's wishes rather than following a set pattern

## **6. Appendix B - Supporting pupils and families during Covid 19 Lockdown**

Support from school staff is crucial for bereaved children and young people, especially during the coronavirus pandemic when pupils are isolated from their usual support networks, school friends, teachers and staff. Although you probably won't see them face-to-face, there are plenty of ways to support your pupils and families during this difficult time.

How can I help my pupils when the schools are closed?

This is a time of potential anxiety for all of us, and for teachers and pupils the huge change in circumstances and the loss of daily contact can be very hard to manage. Here we discuss the various ways in which you can continue to support your pupils.

### **1. Keeping in touch with pupils during coronavirus**

Where possible, some contact and support from school staff can be hugely helpful to pupils who may be feeling anxious, or who may be experiencing the illness or death of a loved one.

Keep in touch, perhaps offering scheduled points of contact with you during the week, using social media, apps, and phone calls.

For pupils who are known to be vulnerable, offer additional opportunities to check in with a key member of staff and keep in touch with parents and carers especially if you are concerned about their child.

Each school in the Trust has an established system (set out in brief below) for staff to ensure pupils and parents have the right level of support and contact to enable them to cope with home learning and more detail may be found via each school's website.

Astor College uses Microsoft 365 to inform individual students of their learning objectives and provides teams on the Microsoft platform for enabling student/teacher feedback. Teachers support students through Microsoft teams, emails and ParentMail. Educational resources include, Microsoft teams, My Maths, Tassomai, Mathswatch, Accelerated reader and Oak Academy.

Parents and students who may be affected by bereavement or who find it hard coping with the challenges of home learning are supported through communication with the college vulnerable student team and individual head and deputy heads of year. Home visits and phone calls are made to identify the appropriate support or agencies that can assist. Headstart and other key agencies are used as a signposting service and the local authority Early Help team based at the college are also used to support specific families who they are supporting. Contact has been ongoing, and the weekly calls are made by the same group of staff so that relationships and a clear oversight is made to ensure that a picture can be built as to what the issues may be and what support will be most appropriate.

Barton Junior School inform parents of learning options and resources via Parentmail. Parental and student support is provided by weekly safeguarding calls, safeguarding email, teacher emailing every child weekly, individual intervention if parents are struggling in the form of phone call.

Input and feedback from the STLS team for SEN children who are under a specialist teacher. Weekly lessons are timetabled on class pages on website and, where necessary packs can be printed out for those with no internet access.

The school office is open daily for parents to call if needing help of any kind.

Barton Junior School provides home learning packs weekly through Parentmail. For children in school we offer a range of ideas and suggestions which cover a range of curriculum subjects including mental health and wellbeing. Where possible, teachers plan for themes which are nationally recognised, for example, Comic Relief, International Sports Day, Safer Internet Week, Road Safety Week. Where a family does not have access to the internet, parents may request a paper copy of the home learning pack which is collected by arrangement from the schools office.

Families can contact the class teachers through the class email account. Alternatively, the [barton@barton.dfamat.com](mailto:barton@barton.dfamat.com) can be used.

Where there is a Safeguarding concern, parents can make contact with one of schools Designated Safeguarding Leads via email [safeguarding@barton.dfamat.com](mailto:safeguarding@barton.dfamat.com).

Where families need support from other professional services such as Early Help, Foodbank, Porchlight

etc. Miss O'Dell or Miss McConnell can be contacted via the schools admin address

[barton@barton.dfamat.com](mailto:barton@barton.dfamat.com)

DSLs can access

Shatterlocks Infant and Nursery School

Class pages on website are updated weekly with ideas and activities for learning at home for children in different year groups

- Precision interventions are carried out by teachers when required, for individual pupils including personalised video tutorials
- Parent pages on website have additional links to websites to support learning at home
- A further parent page on website has links to School counsellor ideas for supporting well-being during the crisis
- Weekly phone calls are made by the School safeguarding team to keep in touch with parents of vulnerable families and discussions or actions logged
- EYFS teachers keep in touch with families via Seesaw exchanging news, pictures and photos of activities done at home
  - EYFS teachers have produced a sample 'routine of the day' to support parents with managing time at home
- Teachers each have a class email address for parents to contact them during home learning
  - There is a School safeguarding email address for parents who need support that senior

## 2. Trying to maintain a routine

Try and bring an element of 'normality' to their days by encouraging pupils and parents to continue the school routine from home, and to create some structure to their days, including during school

holidays. Offer support and guidance in activities and work they can complete from home, keeping them engaged in fun projects or learning challenges.

### **3. Listen and reassure**

Acknowledge how strange and difficult this situation is, rather than trying to make it better. Listen to their worries and fears: these are real, and we cannot take them away, but it will help if someone they know, and trust hears them. Reassure them honestly and be as clear as possible about what help is available, both from school pastoral staff and externally within the wider community.

## 7. Resources and training

Child Bereavement UK Helpline 0800 02 888 40

<http://www.childbereavementuk.org>

The helpline is for families and professionals to receive support, information, guidance, and signposting to other helpful organisations. Information and support of particular relevance to schools is available. The comprehensive website has helpful sections: For families, for young people, for schools and for professionals including details of courses and workshops on a breadth of issues. There is a link to Child Bereavement UK's online learning programme for schools: Supporting Bereaved Pupils.

Child Bereavement UK Clare Charity Centre Wycombe Road Saunderton

Bucks HP14 4BF

support@childbereavementuk.org <http://www.childbereavementuk.org>

Coronavirus: Providing Support for bereaved children and young people

<https://www.winstonswish.org/coronavirus-supporting-bereaved-children-and-young-people/>

Talking to children about illness and death of a loved one during the COVID-19 pandemic

<https://cstuk.org.uk/wp-content/uploads/2020/06/Lancet-June-2020-Resources.pdf> Nurture UK

[https://www.nurtureuk.org/sites/default/files/bereavement\\_box-booklet-cov19-edition-2020-web.pdf](https://www.nurtureuk.org/sites/default/files/bereavement_box-booklet-cov19-edition-2020-web.pdf)

Winston's Wish

Helpline 08452 030405

<http://www.winstonswish.org.uk>

Offers a well-produced range of resources and publications including activity sheets, books and leaflets. The interactive website has a special section for young people where they can email questions to a bereavement counsellor and share experiences with other bereaved children. There is an area that answers frequently asked medical questions on topics such as 'what is a heart attack'? The website has a helpful section for schools.

CRUSE Bereavement Care

<http://www.cruse.org.uk>

Offers various resources including books for children and adults, leaflets and DVDs. Nearly 200 local branches provide one to one bereavement support and social groups. Some have specially trained children's counsellors.

Early Years Resource: Threads of Success

<https://www.theeducationpeople.org/products/early-years-childcare/small-steps>

'Holding on, Letting go' <http://holdingonlettinggo.org.uk/>

Parents and Carers

Child Bereavement UK Information Sheets and publications - <http://www.childbereavementuk.org>

Information sheets, including:

- Children's understanding of death at different ages
- How children and young people grieve
- What helps grieving children and young people?

<http://www.winstonswish.org.uk> – a useful website offering practical ideas for helping those bereaved in the family and school community.

<http://www.keech.org.uk> – the website of Keech Hospice Care, our local Children's Hospice. Gives details of its facilities and the support it offers.

<http://www.chums.info> – a bereavement support service for children who have suffered a loss

<http://www.childbereavement.org.uk> bereavement support service for children who have suffered a loss

<http://www.juliesplace.com> – a support resource for bereaved siblings

<http://www.bhf.org.uk/smallcreature> British Heart Foundation site to help children come to term with loss using carton creatures. An animated film and we have a printed pack to go with it.

[http://www.bbc.co.uk/.../bereavement/bereavement\\_helpchildren.shtml](http://www.bbc.co.uk/.../bereavement/bereavement_helpchildren.shtml) Information on the way bereavement affects children

<http://www.crusebereavementcare.org.uk/> An organisation offering bereavement support

<http://www.childhoodbereavementnetwork.org.uk/index.htm> federation of organisations

Training Courses:

<https://www.winstonswish.org/bereavement-training-courses-schools/>

<https://www.winstonswish.org/supporting-you/professionals-and-training/>

<https://www.educare.co.uk/courses/dealing-with-bereavement-and-loss>

<https://www.cruse.org.uk/get-help/for-schools> [https://www.cruse.org.uk/training/cruse-](https://www.cruse.org.uk/training/cruse-webinars)

[webinars](https://www.cruse.org.uk/training/cruse-webinars) <https://cpduk.co.uk/directory/profile/child-bereavement-uk>

## **Books on Bereavement**

### GRANPA

John Burningham (Puffin, 1998, ISBN 0099-43408-3)

Designed to stimulate discussion rather than to tell a story, the book has a series of scenes of a little girl and her granddad, with comments from each or both of them. At the end, she is shown staring at his empty chair, without comments. The book allows the adult to direct discussion about not only the good things that the child remembers, but also the not so happy memories.

### GRANDAD, I'LL ALWAYS REMEMBER YOU

De Bode and Broere ( Evans / Helping Hands, 1997, ISBN 0237-51755-8)

A picture book about loss and memories, and potentially a good stimulus to talk about a bereavement.

### WHEN DINOSAURS DIE

L & M Brown (Little, Brown, 1996, hb, ISBN 0-316-10197-7)

Charming busy anthropomorphic pictures of dinosaurs illustrate topics and questions and a range of answers about death: Saying Goodbye; Customs and beliefs about death; Why do people die? What does "dead" mean? It is also quite acute psychologically, acknowledging that disbelief, anger, fear, and sadness are common feelings when someone dies.

### REMEMBERING GRANDAD

Sheila and Kate Isherwood (Oxford, ISBN 0-19-272368-5)

A girl's grandfather has died and looking back over the happy times they enjoyed together helps her to cope with the loss. Very specific episodes and illustrations give it a life-like feel. Sensible and sound if a little stereotyped in its pictures of family life, it could help children to think about how to remember someone.

### FRED

Posy Simmons (Jonathan Cape, 1987, ISBN 0-2240-2448-5)

When Fred the cat dies his owners, Nick and Sophie, attend his funeral and learn about his secret life as a famous singer. The story raises the idea of celebrating a life in a good-humoured and touching way, with entertaining pictures and not much text.

### LIFETIMES

Bryan Mellonie and Robert Ingpen (Belitha Press, 1997, ISBN 1-85561-760-9)

full title: Beginnings and endings with lifetimes in between – a beautiful way to explain life and death to children. This book places human life and death firmly in the natural world, and the tone is quietly reflective: "All around us everywhere, beginnings and endings are going on all the time. It may be sad, but it is the way of all things. For plants. For people. For birds". Whilst not exactly comforting, it tells the truth, puts death in perspective.

## BADGER'S PARTING GIFTS

Susan Varley (Collins Picture Lions, pb, 1992)

An old favourite, a charming illustrated book in which a very old and much-loved badger dies. The forest animals gather and reminisce about the important part Badger played in their lives, and as time passes memories of Badger make them smile. These memories were different for each of them, including very recognisable things like a favourite recipe or showing someone how to knot a tie.

## GRANDMA'S BILL

Martin Waddell (Macdonald Young Books, pb, ISBN 0- 7500-0307-3)

Bill's grandma is a widow, and he learns about her "other Bill" by looking through her photo album with her. A bit too stereotypically suburban and middle class for general appeal perhaps. Some like its ordinariness, gentleness and factual accuracy, and couldn't fault what it had to say about death and living on in memories and in the family.

## I'LL ALWAYS LOVE YOU

H Wilhelm (Hodder & Stoughton, 1985)

A touching story of the love between a little boy and his dog, who have grown up together. When the dog dies, the boy says that, although he is very sad, it helps that he used to tell the dog "I'll always love you" every night. An opportunity to discuss the importance of telling how you feel. Aimed at 4 to 7 year olds and delightfully illustrated.

## I FEEL SAD

(Wayland, ISBN 0-7052-1406-6)

Not specifically about death, but about different ways of expressing sadness. Could be a useful opening for a conversation about a bereavement, or about coping with feelings.

## A BIRTHDAY PRESENT FOR DANIEL

Juliet Rothman (Prometheus Books, ISBN 1-57392-054-1)

This story of a little girl whose brother has died is intended for children aged 8-12. "A difficult subject handled very well and movingly",

DVDs and film clips

When a Child Grieves

Available from Child Bereavement UK's online shop

This has a section called Someone Died – It Happened To Me in which children aged 7 to 18 years talk about their feelings when someone special dies. Includes a primary school case study describing when two pupils died in different circumstances. Useful for classroom discussion or training staff.

Death and Bereavement Across Cultures by Murray, Laungani, Pittu and Young Covers rites, rituals and mourning traditions for adults and children from the major religious and secular belief systems.

Published by Routledge.

Cost £18.99.

Supporting Young People Coping with Grief, Loss and Death by Weymont and Rae.

A programme designed to be delivered to groups or whole classes of secondary school pupils which includes a section on Beliefs and Customs. The session encourages pupils to explore how the concept of death varies according to different religions and cultures. Information is given on the main world religions and belief systems. Photocopiable work sheets and handouts are included. Includes a CD-ROM. Can be ordered online from [www.luckyduck.co.uk](http://www.luckyduck.co.uk). Cost £17.99.

Grandparentsplus [www.grandparentsplus.org.uk](http://www.grandparentsplus.org.uk) 0300 123 7015

National charity which champions the vital role of grandparents and the wider family in children's lives – especially when they take on the caring role in difficult family circumstances and when they have lost contact with children.

What Teachers Need to Know

A short film created by the Child Bereavement UK's Young People's Advisory Group in which they talk about good, and not so good, experiences at school when someone close to them died. See the 'For young people' section of the website or on YouTube.

Forgotten mourners, The: Susan Smith Guidelines for working with bereaved children Jessica Kingsley, 1999 (2nd edition). ISBN 1 85302 758 8

Good Grief – No. 2: Over 11s and adults Barbara Ward Jessica Kingsley, 1995 (2nd edition). ISBN 1 85302 340 X

Talking with children and young people about death and dying Mary Turner Jessica Kingsley, 1999. ISBN 1 85302 563 1

When someone dies - how schools can help bereaved pupils Dwaine Steffes Cruse Bereavement Care, 1997 (teachers' edition). ISBN 0 900321 10 5

Supporting Bereaved Pupils in Primary and Secondary Schools — practical advice for staff is a booklet that has been developed by King's College London and the National Council for Hospice and Specialist

Palliative Care Services, now the National Council for Palliative Care (NCPC). It offers advice and support to school staff and includes tips from teachers who have had experience with bereaved children. An extensive resource list is included for those who wish to look further into the issues explored or enlist further support. The booklet can be ordered from NCPC by contacting Nick Hayes by email [n.hayes@ncpc.org.uk](mailto:n.hayes@ncpc.org.uk) or by telephone 020 7697 1520.

Bereavement expert – email advice

<mailto:Beck.ferrari@gmail.com>

