Federation of Liphook Infant School and Liphook C of E Junior School

Bereavement Policy

1.1 Aims and Ethos

Our school is an inclusive setting which strives to keep all children safe in our care. Our school vision,

Through our values of loving-kindness, respect and aspiration
We are all loved, we all belong, we all have something to give

together with the strengths of each child, create opportunities for them to achieve their best.

This policy applies to all staff, students, parents and carers, governors, visitors, and partner agencies involved with the school. It outlines the guidelines and procedures for how our school can effectively prepare for and respond to bereavement within the school community.

In many cases, the empathetic understanding provided within the familiar and secure environment of the school may be sufficient bereavement support for some pupils, staff, and the school community. However, if the effects of grief are more complex, it may be necessary to consider referring them to specialised support services.

1.2 Background and Rationale

Every 20 minutes a parent of a child under eighteen dies in the UK, who is around 890 bereaved children each week. Around 1 in 29, 5–16-year-olds have been bereaved of a parent or sibling- that's one child in every class. Many more are bereaved of a grandparent, sibling, friend, teacher, or other significant person in their life.' (Childhood Bereavement Network, 2019-2021 statistics)

In a school community, there will often be pupils dealing with bereavement, and at times, the entire community may be affected by the death of a staff member or student. Experiencing a bereavement can make children and students more vulnerable.

Our school is dedicated to supporting the emotional well-being of both staff and children, pupils, and young people. We aim to integrate this focus across all areas of school life to help foster a positive atmosphere, environment, and curriculum that equips us to manage bereavement as effectively and sensitively as possible.

1.3 Objectives/Purpose

- To provide a framework for all staff, teaching, and non-teaching and to give guidance in how to deal sensitively and compassionately with difficult and upsetting circumstances.

- To support pupils and/or staff before (where applicable), during, and after a bereavement. It covers expected and unexpected deaths.

- To ensure effective communication and a clearly defined support process between staff members, pupils, families/carers, and the wider community.

- To identify key staff within the school and LA, resources and further services needed to support the whole school community.

- To have clear expectations about the way school will respond to the death, and how to provide a nurturing, safe and supportive environment for all.

- To provide support for bereaved pupils with opportunities to tell their story, express their feelings, remember the person who has died, share their memories and develop coping strategies to help manage the school day, home life and their futures.

- To signpost children and their families to specialist support if needed.

1.4 Safeguarding, confidentiality, and recording

We follow our school's safeguarding policies and procedures to ensure that the welfare of the child remains paramount throughout, and that all children are protected from harm.

It is important to maintain confidentiality throughout the handling of any incident or disclosure. However, pupils will need to be made aware that complete confidentiality cannot be guaranteed.

To retain the trust of pupils, parents, and carers, we will ensure that the sharing of appropriate information is kept to a minimum. Sensitive information will only be disclosed internally or externally with careful attention to the rights and needs of individuals and in line with general data protection regulation.

If a child is suffering from trauma, we will share this as appropriate with staff, but not necessarily the details of their experience. We will discuss with the bereaved child and their family which adults in the school community they would like made aware of the experiences impacting on the child. We will use CPOMS to record when a child has experienced a close bereavement, is at risk of suicide or has made a suicide attempt.

2 Roles and responsibilities in dealing with bereavement.

A death can affect the school community in different ways and often depends on:

- The role the deceased person had within school.
- How well-known they were in the local community.
- Circumstances surrounding the death, particularly suicide or violent deaths.

2.1 Role of the Governing Body

- approve the bereavement policy and ensure its implementation.
- ensure the policy is reviewed every three years or when national or local policy directs a change
- ensure that appropriate attention is given to how bereavement issues are addressed within the curriculum
- ensure that approaches to bereavement are respectful of religious and cultural values and beliefs
- ensure that staff are given appropriate opportunities for training, reflection, and access to support if they need it.

2.2 The Role of the Executive Headteacher and Leadership Team is to:

- lead a whole-school approach to the effective management of loss and bereavement including ensuring appropriate training and support provided for staff
- contact external services, such as the school's educational psychologist, mental health workers and children's services in the case of a sudden and unexpected death or suicide.
- be the first point of contact for family/child/staff directly affected by a bereavement.
- record bereavements affecting children
- designate liaison and support to other trained members of staff, e.g. ELSAs when appropriate
- monitor progress in supporting those impacted by a bereavement and liaise with external agencies
- keep the governing body appropriately informed
- deal with media enquiries

2.3 The Role of all Staff in our school is to:

- access bereavement support training and cascade learning to other staff if appropriate
- know how to access support for themselves, for other staff and for the family, if advice or information is needed
- know how to report a concern if the bereavement or sudden and unexpected death has placed a child at significant risk of harm
- know how to support a child when they are distressed and how to refer to specialist support if needed
- have a basic understanding of a child's needs when facing loss and change.
- provide individual support as and when needed and in consultation with the executive head teacher
- teach about loss and bereavement as part of the planned curriculum
- inform the executive head teacher at the earliest possibility if they hear about a death of someone in the school community.

Our ELSAs have had more advanced training about bereavement. They can offer professional support to other members of staff.

2.4 The Role of the Local Authority.

- Provide individual support as and when needed and in consultation with the executive head teacher

3. Procedures

Bereavement Flowcharts

Please see our Bereavement Flowchart and the information sharing pathways (Appendix 1).

Information Sharing pathways.

Please see appendix 2-5

3.1 Pre-bereavement/death

In some situations, it is known in advance that a death is going to occur. This is usually because of a prolonged illness.

In cases where this is an adult within the school community, individual conversations will be held with the executive head teacher in terms of support, information exchange and practical considerations.

When the expected death is of a child or a member of a child's family we will:

- contact the family to confirm information and explore what support could be provided to them
- identify a key point of contact, usually the executive headteacher, in school in terms of information exchange and to update when things change
- ensure that all relevant adults are clear about what information has and needs to be shared with the pupil
- keep lines of communication open to ensure that all information is received in a timely fashion
- explore the possibility of signposting to other organisations such as Simon Says, Child Bereavement UK, Winston's Wish, or a local hospice
- look to involve faith or community leaders when appropriate and with the agreement of the family
- explore what support for the pupils affected might look like in practice
- arrange training for specific members of staff to ensure all involved are confident in their ability to support the pupil
- if appropriate, consider and reflect on how to communicate with the wider school community for example the pupil's class mates
- if appropriate, begin conversations around practical considerations in the events leading up to the death and following the death.

3.2 Immediate actions following a bereavement/death in the school community.

Our school will consider each individual situation carefully to ensure that the response from our setting is sensitive, accurately reflects the gravity of the situation, and involves those affected as appropriate.

- Refer to any relevant and current school policies such as a Bereavement or Critical Incident Policy.

- Form a team of key people to support you and to carry out aspects of the flow chart below.
- Nominate one key person to contact and liaise with the family.
- Inform all staff and other key people as agreed with the family, before informing pupils and students. Some pupils may know the facts from other means.
- If a death is likely to attract media coverage, appoint a designated spokesperson (e.g. Head Teacher, Chair of Governors) to deliver a news statement at a scheduled time, managing media intrusion. It is essential to liaise with the LA's communication team and the individual's family, before providing information to the media in order to respect their privacy.

The days following a death- *practical considerations*.

Family Wishes

The key staff member, headteacher, responsible for liaising with the individual's family

- Contact the deceased's family with the aim to offer condolences and establish the facts and avoid rumours.
- Determine their wishes regarding who they want their story shared with and how.
- Show the school's/settings support by sending a card, flowers, or set up a collection.
- Inform the family about who has been notified and what has been communicated within the setting.
- It is important to consider any cultural or religious implications of the bereavement process and seek advice if necessary.

Flexible normality:

It is preferable for there to be minimum disruption to the timetable, but some flexibility may be required. Identify an allocated quiet place where children, young people and staff can go if necessary. Your setting may want to provide drawing paper, battery operated candles, mindful colouring, some books, blank cards, canvas with string and pegs to record thoughts and memories. Key people may be on hand in the quiet place to listen and respond sensitively to pupils and staff.

3.3 Informing staff and governors:

Upon receiving news of a death, the lead person or senior management team must determine the strategy to adopt to respond appropriately and sensitively to the death. They should contact the family or families involved to offer condolences, support and to clarify that the information received about the death is correct. They need to consider the wishes of the family and preferences for support and

information-sharing wherever possible. Announcing the news to the school community can be challenging and requires a sensitive and effective approach.

The following guidelines may help when informing the school community:

- All staff should be informed as soon as possible using the normal method of communication, e.g. a whole school staff meeting or team meeting. Ensure measures are taken to inform absent and part-time staff in a telephone call if possible.

- Give a factual explanation of how the death occurred and if applicable the circumstances of what happened leading up to the death.

- Ensure Senior Leadership team, leaders and key people are prepared for reactions to this news, including visibly upset and feelings of anger/guilt. People may connect the incident to their own personal experience of bereavement, so feelings about past bereavements may need to be discussed. This is perfectly natural.

- Agree a set time for teachers to inform their class about what has happened. Leaders may offer to do this or be present in the classrooms if staff request support or are unable to do this. Provide staff with a script detailing exactly what to say, to ensure consistent information is communicated to all pupils. Where possible, include answers to difficult questions that children may ask, helping staff avoid the need to come up with appropriate responses on the spot.

- Be prepared to follow this up with a special assembly, memorial service, or memorial tree/garden.

- Ensure a member of Senior Leadership is available to support members of staff, parents, or children if they are finding the situation particularly hard. Encourage everyone to consider how to meet their own support needs and self-care, whether through friends, family, support services, or partnering with other staff members.

- Share contact details for local support resources. Seek the advice of external support services as appropriate (e.g. Simon Says, Winston's Wish, Child Bereavement UK, Cruse, Compassionate Friends).

3.4 Informing pupils:

Many people believe that children do not grieve, but even young children will have questions about *what happened, how it happened*, *why it happened*, and perhaps most importantly, *what will happen next*. Remember that it is ok to show your emotions in moderation. It is important that staff/adults model to

children and young people healthy responses to sad news. Often a natural response to hearing about a death is to shed a tear, gasp, hug others, quiet reflection etc.

The following guidelines may help you to inform pupils of the death:

- Identify children who are most likely to be impacted by the news because they had a close relationship with the deceased, are newly bereaved, are vulnerable or have additional needs. Arrange for them to be told together as a separate group.

- Where possible inform pupils in the **smallest** group, preferably class groups. This should be done by **adults they know**.

- It is always a shock when a death occurs in a school even if it may have been anticipated. Use clear and simple language that is appropriate for the child's age and stage of understanding. Use the real words '*dead*' and *'died,'* **avoiding euphemisms** such as 'passed away,' 'lost', 'gone'. This is to avoid adding a layer of confusion for the pupils.

You may choose to adapt the following statements ….

"I have some incredibly sad news to tell you which you might find upsetting. Many of you will have heard of cancer (or the illness/condition). Lots of people who have cancer do get better but for some people, they do not get better, and they die. Mr Jones, who is our caretaker, has been ill with cancer and he sadly died yesterday in hospital. We know that he was with his family when he died etc."

"Sometimes people have accidents at work, at home, at school or on the road. People may be hurt, and they may have to go to hospital for treatment. Sadly, there are some accidents that cause people to die. I have some sad news to tell you that might upset you. Yesterday _____, who is in Year 4, was in an accident and he was so severely injured that he died."

- Give pupils time to say what they are thinking or just to be quiet. Allow them opportunities to verbalise feelings and ask questions. Be honest, it is ok to say if you do not have the answers but remember to revisit the question later when you do have the answer. Make notes of any such questions. Other staff may have been asked the same questions and the setting may decide on an agreed answer to these.

- Work together to identify any key answers that you may need to prepare, e.g. the facts about an illness, or dates which may be relevant to the death such as end of school year and changing class or schools.

- Allow gentle discussions. Some pupils may well want to share their own experiences of the death of a loved one, even a pet and may want to share their feelings with others.

- Pupils may want to do an activity to express their thoughts and feelings for instance, they may want to draw pictures, cards, write messages or create a memory board to support the family or to help each other with their feelings. Books about bereavement and stories may be on display and available for pupils and staff to use during this sad time. A quiet space/chair with covers and cuddly toys may be used more by the pupils at this time.

- Ensure the pupils understand that the death has nothing to do with anything they have said or done. It is in no way their fault.

- End the discussion on a positive note - not all people who are ill or have accidents die - many get better.

- Put an appropriate time limit on the discussions. It is preferable to resume normal school activities as soon as possible. This ensures minimal disruption within the school day which offers a sense of security and familiarity. However, do not expect to go straight into learning, allow for a time of restoration preferably with a physical activity outside or in a large space.

3.5 Informing parents and the local community:

It is essential that parents and carers receive information as quickly as possible about the death if appropriate so that they can support their children and help them understand what has happened.
We will contact people via email

The following script may help to form a letter to parents:

- *Your child's class teacher had the sad task of informing the children of the tragic death of <Name>, who has been a <teacher, LSA, Lunch time supervisor…> at this school for <number> years.*

- *Our thoughts are with the family at this difficult time. The pupils have been gently informed today. They were told that <name> died from an illness called <cancer>. Many people who have <cancer>can get better, but other times people die from it. <Name> had been ill with <cancer> for a long time and died at home yesterday.*

- *When someone dies, their family and friends have lots of feelings - sadness, anger, and confusion - which are all normal. The children have been told that their teachers are willing to try and answer their questions at school, but I have made available some information which*

may help you to answer your child's questions as they arise. We also have the following key people……who are available over the next few weeks to offer extra support to you and your children at this difficult and sad time. Please bear with us, we will update you with any latest information as we receive it.

- *The Hampshire based Child Bereavement Charity- Simon Says have a helpline open Monday-Friday 9-5pm if you need further support or advice. Their Helpline number is 02380 647550 or visit their website www.simonsays.org.uk*

- *We have made available the following books/our toolkit about bereavement, death, and the journey of grief. We are aware that the following libraries also have a supply of Death Positive books for children and adults to borrow.*

- *We have been informed that the funeral will take place at <Named Church or Crematorium> on <Day and Date> at <Time>. Your child may wish to attend the funeral. If this is the case, you may collect your child from school and accompany them to the church. Please inform your child's teacher.*

- *As a school, we will be holding a special assembly, and some pupils will be involved in various aspects of this to remember the special person and to offer our condolences. Do contact us if you wish to receive more information about this or to discuss this further.*

4. Funerals

For the funeral

- Link person to liaise with the family regarding whether pupils/staff are welcome to attend the funeral, memorial gathering etc.
- Involve pupils with a collective card, collection, memory board, choice of flowers.
- Consider cover for staff who would like to attend, sometimes it may be appropriate to close the school for part of the day.
- Consider support for pupils and staff who are attending the funeral and how they will be supported in the following days.
- It can be difficult for staff to support pupils while also coping with their own emotions and reactions. It can also bring to the surface previous bereavements in their own lives. Search for support via The Childhood Bereavement Network to see what support is available in your area.

After the funeral

The school will continue regular contact with the family and show that care is available over time for them and their child/children.

The school will monitor the emotional needs of pupils, staff and provide the most appropriate support.

The school will continue to assess the needs of children most affected and record and plan support accordingly.

Longer term

The school will be aware that the impact of bereavement follows a child/children throughout their school life. Information will be recorded and shared with relevant people especially at transition points. This may include significant dates, special days, anniversaries, annual festivals/remembrance services.

The setting may continue to signpost families about bereavement and counselling services.

The curriculum will be reviewed and adapted annually to ensure that learning about death, bereavement is embedded into specific curriculum areas.

5. Following a sudden and unexpected death-suicide

Suicide is not just a difficult event to deal with, it also presents the unique risk of potentially being the trigger for another suicide. As a school community, we will contact the school educational psychologist for advice and we will make a response to a sudden death within two school days.

It is necessary to maintain the structure and order of the school routine, while facilitating the expression of grief, and reducing the risk of imitative suicide.

In the case of suicide, we will refer to The Samaritans Step by Step Guide. https://www.samaritans.org/how-we-can-help/schools/step-step/ and *[add any other local, national, or school guidance relevant].*

Information provided to the school community in the immediate aftermath of a sudden and unexpected death will depend on the age of the pupils but should be based on and reinforce:

- facts (not rumours)
- an understanding that death is permanent
- an exploration of normal and wide-ranging reactions to sudden and unexpected

death – expressions of anger and guilt are entirely normal

- an understanding that, with support, people can cope
- an understanding that fleeting thoughts of suicide are not unusual
- an awareness of suicidal warning signs and resources available to help
- an understanding of expectations around funerals.

When discussing any suicide that has occurred, we will ensure that the information given is age appropriate and:

- is factually correct but does not include detail of the suicidal act itself does not romanticise, glorify, or vilify the death
- does not include details of any suicide note
- does not include speculation over the motive for suicide
- takes care with the language used – for example using phrases such as 'died by suicide' or 'ended his / her life' rather than 'committed suicide' or 'successful suicide' and saying, 'attempted to end his / her life' rather than 'unsuccessful suicide' or 'failed attempt at suicide'.

6. Following a sudden and unexpected death – homicide

The Childhood Bereavement Network and Winston's Wish estimate that around one child every day is bereaved of a parent or sibling through murder or manslaughter in Great Britain.

Children may experience profound and lasting shock, enormous anger at what has happened, rage at the person who caused their relative to die, deep fear at the perceived insecurity of the world around them. Sadly, in many cases, the person who caused the death is also known to the child, resulting in great confusion and a double loss, for example, if one parent kills the other and is then imprisoned. In some families, the child may have to move to a new house, school, area – away from familiar and comforting places and routines.

Simon Says recommends taking an honest and consistent age-appropriate approach to talking with children about what has happened. It is not possible to shield them from what has happened completely. Simon Says can provide support to families bereaved in this way and further information can be found on their websites https://www.simonsays.org.uk

7. Equality and inclusion, values, and beliefs

We recognise that there is a range of cultural and religious beliefs, customs and procedures concerning death. It follows that bereaved children and families may have differing expectations.

Some of these may affect matters of school organisation. We will source training and guidance to develop our understanding of the range of beliefs to best support pupils.

We will present a balance of different approaches to death and loss. We will make pupils aware of differing responses to bereavement, and that we need to value and respect each one of these.

8. Young asylum seekers and refugees

Many young asylum seekers and refugees have experienced the death of family members or friends, often in traumatic circumstances. This, and further traumatic experiences and losses, can have a devastating effect on their emotional and physical health, behaviour, learning and relationships.

Sudden traumatic death complicates the process of grief and mourning, as usual ways of coping may be overwhelmed. We will consult specialist mental health services where appropriate.

9. Supporting staff

9.1 Support for bereaved staff

We are aware that staff also experience bereavement. When this happens, we will ensure they are provided with support to take care of themselves, and to know where they can go for additional help should they need it.

This could include: their GP; Cruse Bereavement Care http://www.cruse.org.uk/; or staff counselling, provided by HCC Employee Support Line service: contact number 0800 030 5182 and 08000 562 561.

We will work within our leave of absence policy and if necessary, with the council's occupational health team to ensure staff are provided with appropriate leave and support at a time of bereavement.

Teachers who are dealing with their own bereavement are encouraged to speak with the Head of School about any areas of the curriculum which they feel uncomfortable to teach or want support to teach.

9.2 Staff training

We will ensure that regular training is provided to staff to support staff in meeting their roles and responsibilities as identified in this policy. Simon Says offer staff training as part of the Champion Schools initiative.

10. Curriculum

- Children and young people engage with the topics of loss, bereavement, and grief as part of our statutory PSHE curriculum. These themes are also explored through cross-curricular opportunities, such as lessons on body changes or life cycles, and integrated into subjects like art, literacy, and religious education.

- Various aspects of death can be considered during assemblies, during our Year 4 'Oh Canada' topic, or other commemorative events. We also participate in national minutes of silence and explain their significance to students.

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- In response to a tragedy or serious incident, we discuss it in class, using carefully considered language agreed upon by the staff to ensure a sensitive approach.

- Teachers receive training to deliver these topics within a safe and supportive learning environment. We also provide parents and carers with guidance on how to talk to their children about these events when needed.

- Any questions related to loss or death will be answered in a sensitive, age-appropriate, honest, and factual manner. While students will not be expected to share individual experiences, they will be directed to support services if they seek assistance.

- We encourage students to learn about and discuss cultural and religious perspectives on death, and to express their personal feelings and responses in a respectful and supportive environment.

Extra Guidance 11-13

11. Remembering- Ideas for collaborative projects:

Moving forwards, the school community may welcome a collaborative project to help to remember the person who died, creating something positive for everyone to share. In this way, pupils and staff may feel more connected to each other and take comfort in working together. The finished project could be shared within the school and, if appropriate, with the family of the person who died.

Some examples of collaborative projects include:

- Audio or video messages that can be compiled within classes, tutor groups, year groups, or as a message from the entire school. These can also be recorded and collated digitally.
- Individual artworks centred around a common theme, such as a season, time of day, special place, sport, hobby, or interest. These can be uploaded to a virtual gallery.
- Plant a tree in the school grounds and children/staff add a decorated pebble around the base. A special bench, sculpture or specially designed clay tiles may also help to recognise the life of the person who has died.
- Set up an online memorial or fundraiser in memory of the person who died.
- Add a special trophy in memory of the person who died, which can be handed out each year to a pupil for a cause close to the person's heart e.g. sport, kindness, determination, courage.

12. Supporting a bereaved pupil's return to school:

When the child or young person returns to the setting they may want to get straight back into friends, work, and routine. They will have been surrounded by grieving family members and often a chaotic household of visitors. School will provide those familiar routines and structures which can be very comforting to a bereaved pupil.

Initial meeting structure

- Acknowledge the death and pass on your condolences.
- Find out how the pupil would like their news shared and with who.
- Organise a place for the pupil to go if they feel overwhelmed and a member of staff who will look after them. They may want to create a time-out card or a mood stone to indicate to the staff that they need to leave the classroom. What will you provide for them to do? Mindful colouring, drawing, reading, or journalling.
- Ensure regular contact and set clear guidelines for communication for the pupil and between home and school including a' catch-up' meeting.
- Before they return ensure all staff are aware of the bereavement and the possible effects on them, their behaviour, and their learning, so that appropriate care and support can be given throughout the setting. Give staff ideas of how to acknowledge the death with the pupil, saying something simple like *"I am sorry to hear that your dad died – sometimes it helps to talk about it and if so, I am here for you?"*

13. Ongoing support for a bereaved pupil

Most grieving children/pupils do not need a 'bereavement expert' they need people who care and will be there for them, over time. Schools, by carrying on with their normal day-to-day routines, can do a huge amount to support a grieving pupil.

Staff can help by listening and providing the time and space to enable children to use different ways to cope with some of the changes in their lives.

Please refer to Simon Says materials – **Guide to supporting bereaved pupils.**

Looking after staff

Supporting a child or young person following a bereavement can be difficult for the adults around the child. It can bring back their own experiences of death, especially if the death has been recent.

Ensure there is support for staff to help them look after themselves with clear access to key staff members/support networks. Be aware that staff may need to know that there are options for supporting pupils who are grieving if they feel unable to do so effectively due to their personal circumstances.

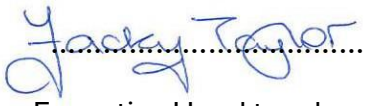
14. Supporting a pupil with additional needs

- All children benefit from being given simple, honest "bite size" pieces of information about difficult issues - often repeated many times over.
- Communicate at a level, speed, and language appropriate to them.
- Jigsaw information- gradually give small bites of the whole which can then be processed before the next piece.
- Be ready to repeat information as often as needed.
- Watch for reactions to show the pupil understands – modify and repeat as needed.
- Follow the pupils lead – if indicating a need to talk or have feelings acknowledged, encourage as appropriate.
- Look out for changes in behaviour over time that may indicate the child is struggling more than they can say and offer support as needed.
- Maintain normal daily routines as much as possible.
- Liaise with other agencies involved with the student to ensure accuracy and continuity of information.

In addition, consider the following:

- Who should be key worker working with the child and family? Inform parents who this person will be and keep in contact, this should be someone they already have a good relationship with.
- Where is the student most receptive to new ideas? – quiet room, pool, outside. Use this space for talking with them.
- What should be talked about? (as agreed with parents). Ensure that you use the same language and ideas as the family to avoid confusion.
- How is latest information normally given? - signs, verbally, pictures. Use their normal communication methods to talk about illness and death. (www.speakingspace.co.uk will assist with this and widget have produced a bereavement package of symbols for around £10)

This policy was formulated by the staff and governors of The Federation of Liphook Infant School and Liphook C of E Junior School in line with the current National Curriculum and will be reviewed every three years.

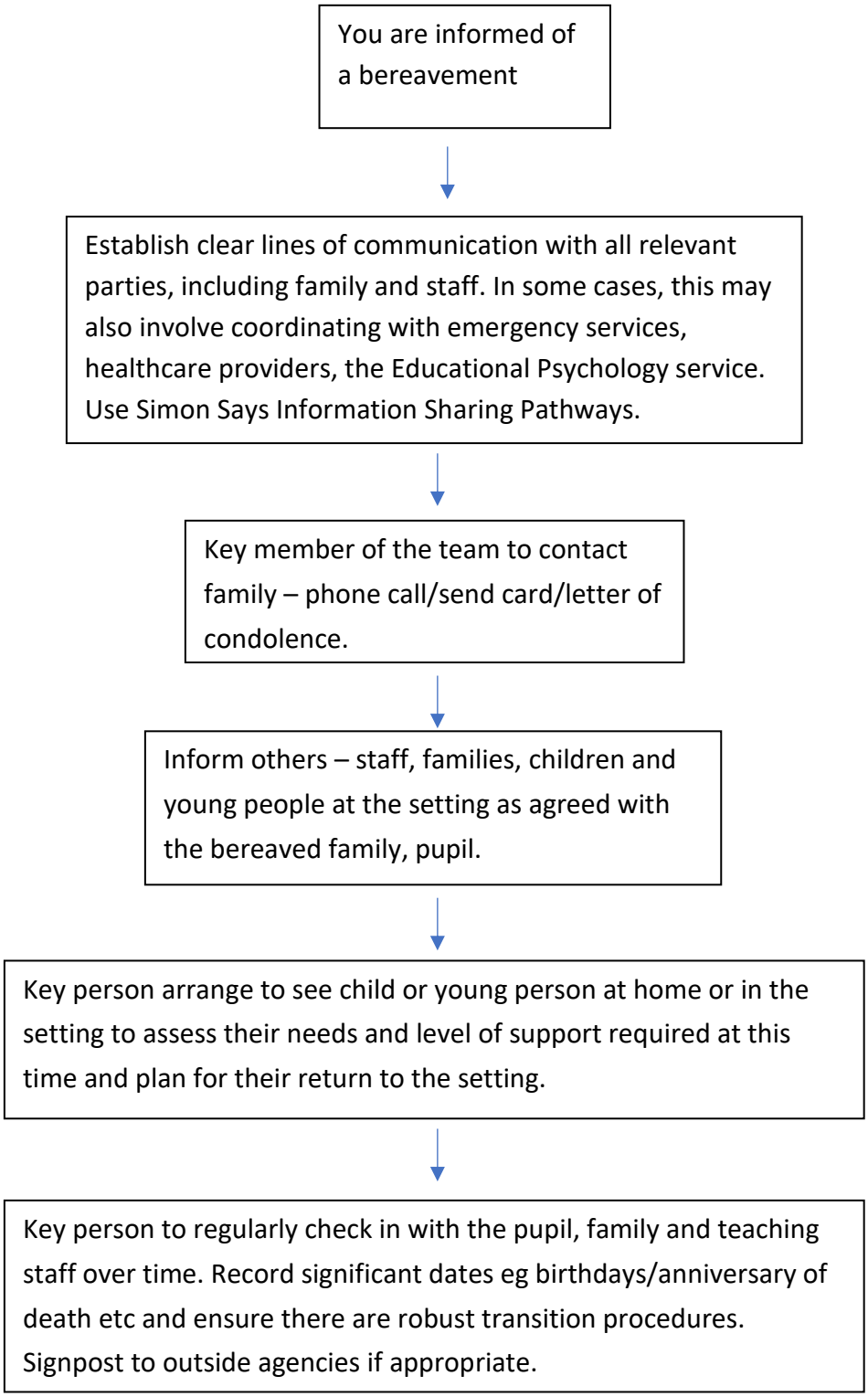
Signed :  Executive Head teacher

Signed:  Chair of Governors

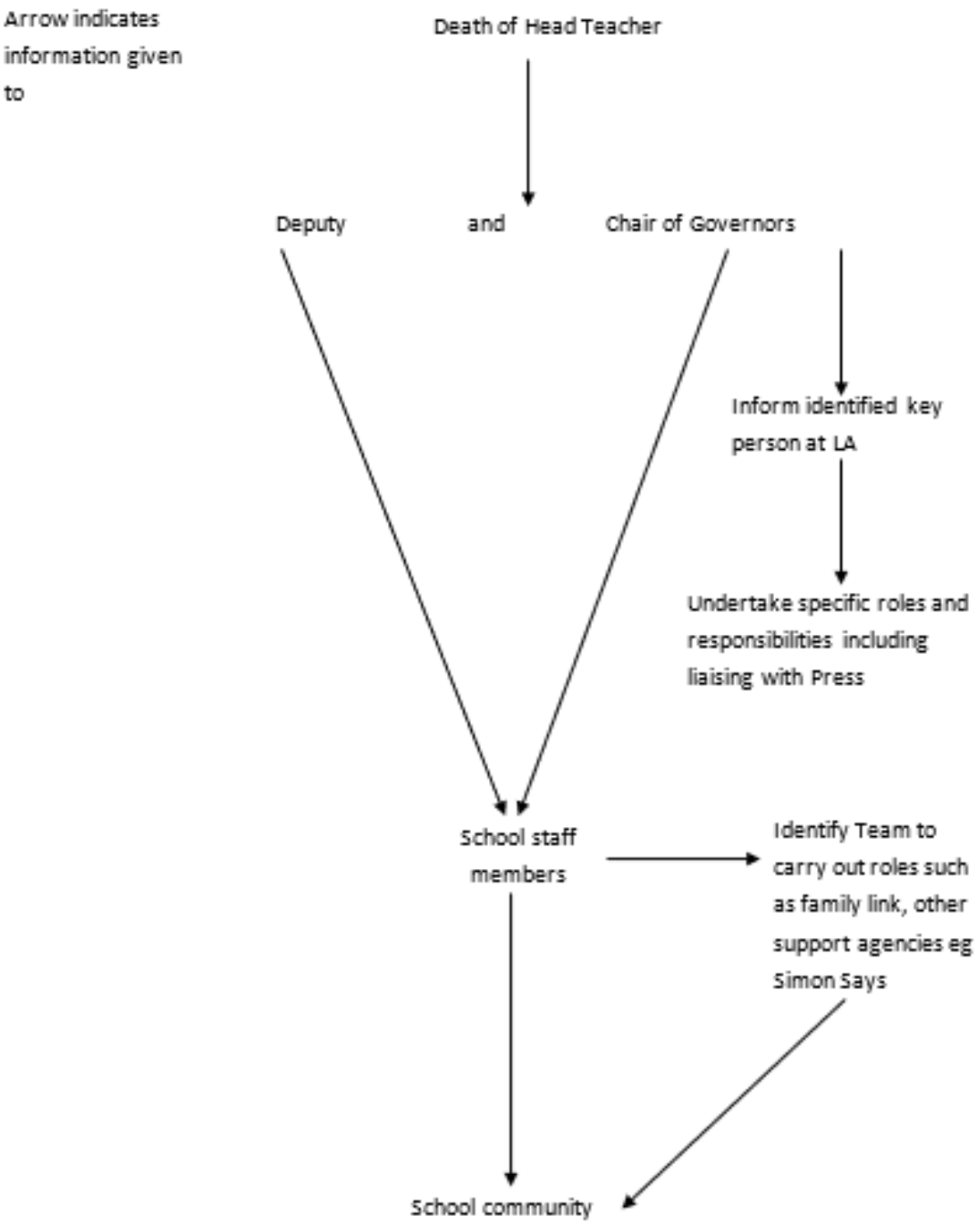
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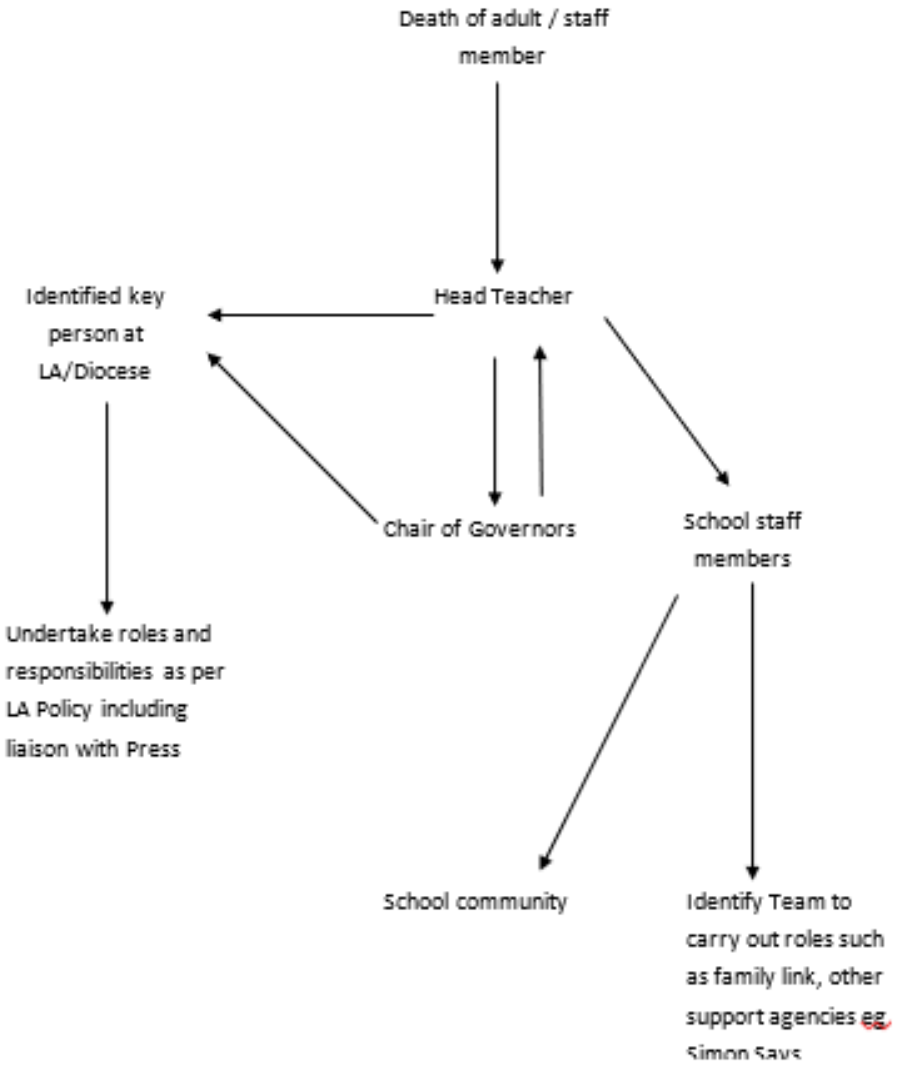
Appendix 1 - Bereavement Flowchart



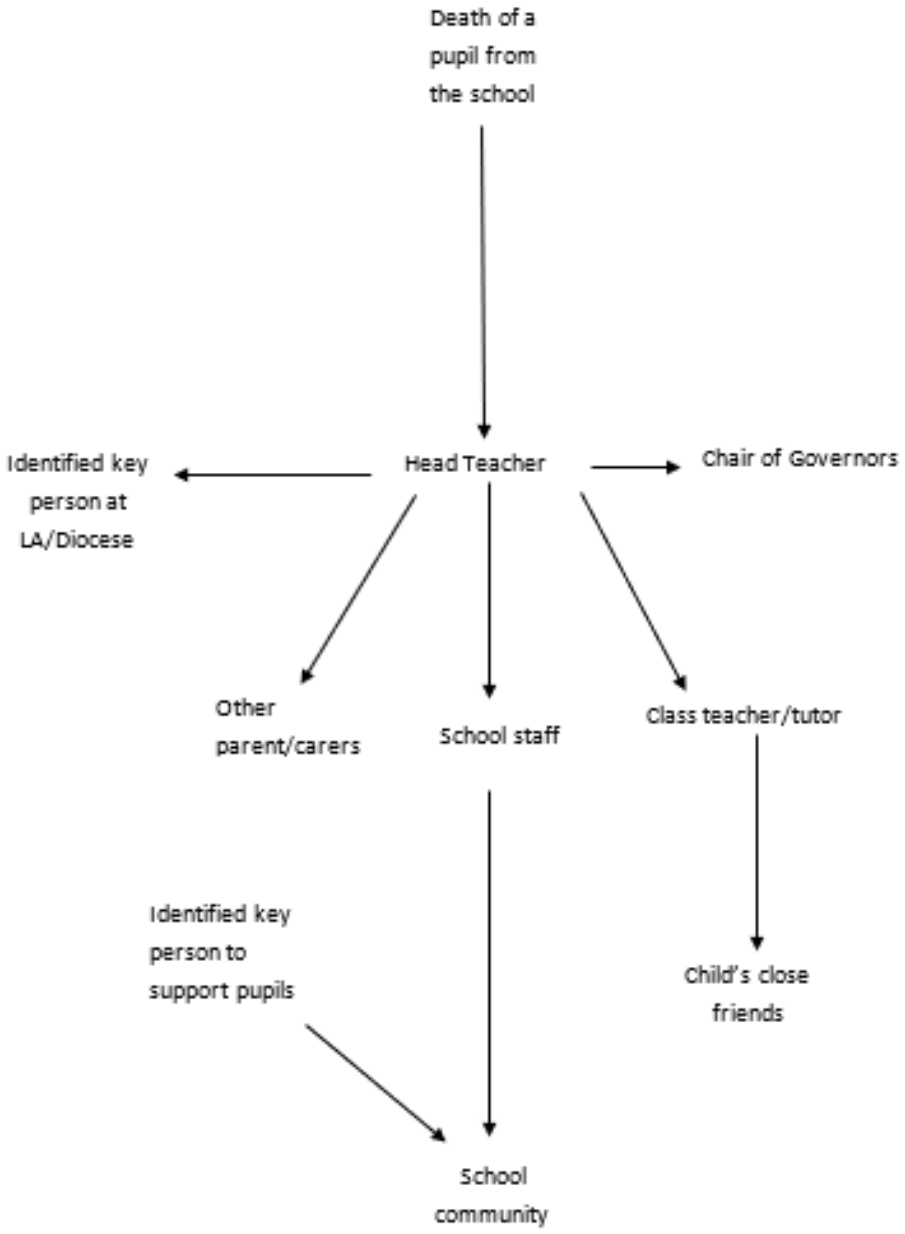
Appendix 2 - Information sharing pathway following death of Head Teacher



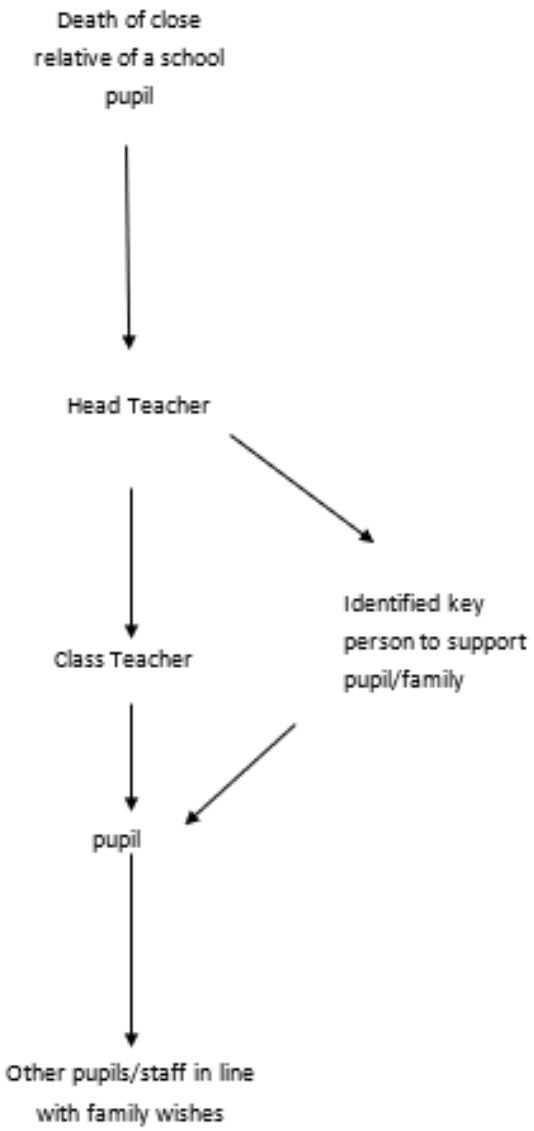
Appendix 2 - Information sharing pathway following death of member of staff



Appendix 2 - Information sharing pathway following death of pupil



Appendix 2 - Information sharing pathway following death of close relative of pupil



Appendix 3 – Template letters

These are two examples of a letter to parents. Please feel free to change them according to the needs of the situation.

<Name of School>

<Date>

Dear Parents

Your child's class teacher had the sad task of informing the children of the tragic death of <Name>, who has been a <teacher, LSA, Lunch time supervisor…> at this school for <number> years.

Our thoughts are with <Name's> family at this time and to try and respond to his/her death in a positive, all children have been informed.

The children were told that <Name> died from an <asthma attack> on <Date>. A number of pupils have been identified as being asthmatic and <Name>, the School Nurse has today reassured them that it is unusual for a person to die from asthma.

When someone dies, their family and friends have lots of feelings - sadness, anger, and confusion - which are all normal. The children have been told that their teachers are willing to try and answer their questions at school, but I have made available some information which may help you to answer your child's questions as they arise. You can obtain this from contacting Simon Says a Hampshire based child bereavement support charity. Their contact details are 02380 647550, email info@simonsays.org.uk or visit their website www.simonsays.org.uk

The funeral will take place at <Named Church or Crematorium> on <Day and Date> at <Time>. Your child may wish to attend the funeral. If this is the case, you may collect your child from school and accompany them to the church. Please inform your child's tutor.

Yours sincerely

<Name>
Head Teacher

< Name of School >

<Date>

Dear Parents

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

They were told that <name> died from an illness called <cancer>. Sometimes people who have cancer can get better, but other times people die from it. <Name> had been ill with <cancer> for a long time and died at home yesterday.

When someone dies, their family and friends have lots of feelings of sadness, anger, and confusion - these are all normal. The children have been told that their teachers are willing to try and answer their questions at school, but I have made available some information which may help you to answer your child's questions as they arise. You can obtain this from contacting Simon Says a Hampshire based child bereavement support charity. Their Helpline details are 02380 647550 or visit their website www.simonsays.org.uk.

The funeral will take place at <Named Church or Crematorium> on <Day and Date> at <Time>. Your child may wish to attend the funeral. If this is the case, you may collect your child from school and accompany them to the church. Please inform your child's tutor if this is the case.

Yours sincerely

<Name>
Head Teacher

Appendix 4 – External Support Agencies

Simon Says- https://www.simonsays.org.uk/- Hampshire based charity supporting children up to eighteen.

Child Bereavement UK- https://www.childbereavementuk.org/ - National charity

Winston's Wish- https://www.winstonswish.org/ - National charity

Childhood Bereavement Network- https://childhoodbereavementnetwork.org.uk/ - National hub supporting children and young people.

Autism UK- https://www.autism.org.uk/advice-and-guidance/topics/mental-health/bereavement - guides for professionals and families

Childline- https://www.childline.org.uk/ - Free national telephone helpline for children and young people.

Cruse - https://www.cruse.org.uk/ - All aspects of bereavement.

Hope again- https://www.hopeagain.org.uk/- Cruse website for young people.

UK Trauma Council- https://uktraumacouncil.org/ - Resources to support traumatic events.

Grief Encounter- https://www.griefencounter.org.uk/ - Helps bereaved children & young people rebuild their lives.

Let us talk about loss- https://letstalkaboutloss.org/ - Meet ups for 18–35-year-olds who have encountered bereavement.

UK SOBS- https://uksobs.org/ - Support those affected by suicide, telephone support line and signposts to local support.

Amparo- https://amparo.org.uk/- For those affected by suicide.

Papyrus- https://www.papyrus-uk.org/ - For those affected under thirty-five by suicide, helpline, text support.

The Red Lipstick Foundation- https://mydiscombobulatedbrain.com/the-red-lipstick-foundation/- For families bereaved by suicide.

The Samaritans Step by Step Guide for schools- https://www.samaritans.org/how-we-can-help/schools/step-step/

Sands - https://www.sands.org.uk/ -Support for parents & families whose baby is stillborn or dies soon after birth.

The WAY Foundation- https://www.widowedandyoung.org.uk/ - Peer-peer network for those widowed aged fifty or less.