



**ROOKS HEATH SCHOOL**  
*Strive to be your best*

## **BEREAVEMENT POLICY**

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**Term of Policy:** 3 Years

**Approved by:** LGB 15.5.25

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**Author:** Sue Rockell/Lara Geoghegan

**Sources:** n/a

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**Consulted with JCC?** Yes ☐ No ☒

### **Introduction**

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

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## Introduction

*'Every 22 minutes a parent of a child dies that's around 23,600 bereaved children each year. Almost one in every class. Many more are bereaved of a grandparent, sibling, friend, teacher or other significant person in their life'. (Child Bereavement UK, 2017 statistics)*

It is almost inevitable therefore, that at some time any school will have to deal with a death that impacts the whole school community. Death is something that we do not like to think about, so when we are faced with it, we often find ourselves underprepared. Bereavement and loss are an inevitable part of living and growing.

It is important at Rooks Heath School that we provide learning opportunities for children to develop their own appropriate range of emotional, spiritual and intellectual responses to manage these experiences. The ethos of our school, which is based upon 'Striving to be your Best' through our on Track values provides a framework in which these experiences can be realised in a supportive manner.

Bereavement impacts everyone in different ways and for different periods of time. Whatever the level of understanding about bereavement, we all have a duty to help support anyone when they could be feeling their most vulnerable, in the way that best meets their needs. By adopting a planned, open and considered approach the school can support the emotional well-being of the child, family and staff.

The purpose of this bereavement policy is to help everyone within the school community realise bereavement is a normal, natural part of life which needs to be discussed openly. It outlines ways to respond in caring for the wellbeing of children and staff at a time when they may be in shock, upset and confused, to ensure effective communication takes place, support available for each member of the school community to ensure there is as little disruption as possible to the daily school routine.

These guidelines are intended to assist the school in developing a strategy to respond to a death in the school community, including a member of staff or a student.

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## **1. Aims**

This bereavement policy aims to:

- To identify key staff within the school and LA, resources, and further support services to help the whole school community work together.
- To provide a framework for all staff, teaching, and non-teaching, to give guidance in how to deal sensitively and compassionately with difficult and upsetting circumstances.
- To have clear expectations about the way school will respond to the death, and provide a nurturing, safe and supportive environment for all.
- To support students and/or staff before (where applicable), during, and after bereavement.
- To meet the needs of all its students and staff and to be a place that both child and family can rely on and gain much needed support.
- For students to have the opportunity to tell their story, express their feelings, share their memories and develop coping strategies through support by sensitive staff.

## **2. Guidelines for Staff and Governors**

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 - The experience of working with many schools affected by death is that adults and students benefit from being kept informed. Rumour and gossip can be very damaging and can even lead to both young and old developing the attitude that the death is not a topic to talk about. Students have a healthy curiosity, and if they are not informed of the circumstances or feel they are unable to ask questions, their normal grief process can be obstructed. The following guidelines may help when informing staff and governors:
- Where possible, discussion should take place with the bereaved family and their wishes taken into account before any decisions are made as to how / what to tell the staff and wider school community.
- It is important to consider any cultural or religious implications and seek advice if necessary.
- ALL staff (including support staff such as lunch time supervisors, PE coaches...) should be informed as soon as possible using your normal method of communication, e.g. a whole school staff meeting or team meeting, ensure this includes part time staff and measures are taken to inform absent staff.
- 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 are prepared for reactions to this news including visible 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.
- Ensure a member of Senior Leadership is available to members of staff, parents or children if they are finding the situation particularly hard. Seek the advice of external support as appropriate (Appendix 7).
- Be prepared to arrange supply cover if necessary.
- Establish one person as a point of contact for the family to ensure free flow of accurate information to and from the school.

- Bereavement support or counselling should be available to all as necessary (requesting external bereavement support if needed – Simon Says, Winston’s Wish, Cruse, Compassionate Friends and the Educational Psychology Service, if psychological de-briefing is thought necessary).
- Arrange staff/pupil condolences with collaborative agreement if felt appropriate.
- Agree a set time for teachers to inform their class what has happened, how this is to be done and EXACTLY what is going to be said. Identify any absent pupils.
- Be prepared to follow this up with a special assembly, memorial service or memorial tree/garden...
- Arrange for the Wellbeing Team or Senior Leadership Team to be on hand at the end of the working day for staff to de-brief and reflect upon the day’s events and to agree upon any further action or support that may need to be put in place. Staff who will be alone that night could be identified and arrangements made for colleagues to contact them by phone if necessary.
- Speed and chaos may be a major factor on a day when a critical incident has happened – meaning that constant referring to plans and lists is not possible. DON’T WORRY! Be confident enough to go with your gut instinct. Remember that keeping people as informed as possible is always helpful. Useful documents in case of a critical incident are the Critical Incident Policy and Critical Incident Procedures which can be found within the staff SharePoint area.

### 3. Guidelines for Those Responding to the First Communication of Tragic News

- This conversation requires a calm, steady, quiet and sensitive approach. It will be important to allow the person to tell their story, and to listen.
- You might want time to take a breath and steady yourself. It is okay to ask for a pause, for example to get something to note down contact details and important information.
- Demonstrate that you are listening through occasional gentle responses. These could be empathetic sounds or short phrases like “Oh I’m so sorry”, “I’m listening”, “Take your time”.
- Leave pauses so that the caller does not feel hurried and has time to gather their thoughts.
- Allow the caller to tell their story in their words and in their own time and avoid asking questions.
- You can check that you have heard and understood by paraphrasing back, for example “You said that he died at home last night, Is that right?” and again leave pauses so that the caller can correct you.
- When the conversation reaches a natural break, explain that you need to take very clear notes of the important information.
  - Obtain as much accurate, factual information about the critical incident as possible. Bear in mind that it is very easy for rumours to spread: uncertainty or misinformation can greatly add to distress levels, create confusion and will take time and effort to correct.
  - Before ending the call, check that you have collected sufficient factual information and the personal and contact details of the person you are talking to. (see the table below)
- As soon as the call ends inform the senior management team, who are advised to take actions in line with the communication flowcharts (Appendix 3)
- After alerting others it is important that you give yourself time to process the information and your own thoughts and feelings before getting back to work. It may be helpful to share your reaction with a colleague.

Who has called?	
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First name:	
Surname:	
Position	
Relationship with the person or family affected:	
Contact details for getting touch later:	
<b>What happened?</b>	
<b>What is the nature of the incident?</b>	
<b>When did it happen?</b>	
<b>Who has been affected?</b> For example, note the names and ages of the students attending the school.	
<b>Who else has been contacted?</b>	
<b>Who else is offering support?</b>	
<b>Ask the caller, 'what else is important for you to tell us?'</b>	

#### 4. Guidelines for Informing Students

People often think that students do not grieve, but even very young students will want to know what happened, how it happened, why it happened and perhaps most importantly of all, what happens next?

The following guidelines will help you to inform students of the death:

- Identify students who are most likely to be impacted by the news because they had a close relationship with the deceased or are already bereaved to be told together as a separate group. Where possible inform students in the smallest group, preferably class or tutor 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. Students expect to live forever, and so a fellow student dying can feel quite shocking. Experience has shown that it is more beneficial if all students are informed.
- Provide staff with guidelines on how to inform students; be honest, it is ok to say if you don't have the answers but remember to revisit the question at a later date when you do have the answer (See Appendix 1).
- Be prepared for students to say or do the unexpected, experience has shown some responses or apparent lack of response may be upsetting for adults. No apparent response does not mean that a child does not care.
- Try 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.
- End up discussion on a positive note - not all people who are ill or have accidents die - many get better. Perhaps co-ordinate an assembly to end discussion.

- Do students want to do an activity to express their thoughts and feelings? (See 'Guide to Supporting Grieving Children in Education' from Winston's Wish, pp13-16 [Guide-to-supporting-grieving-children-in-education.pdf](#)) Do they want to arrange for representatives to attend the funeral? How will this be managed?

Grief will last a lifetime and can surface throughout with new questions and many reflections

## **5. In the Days After the Death**

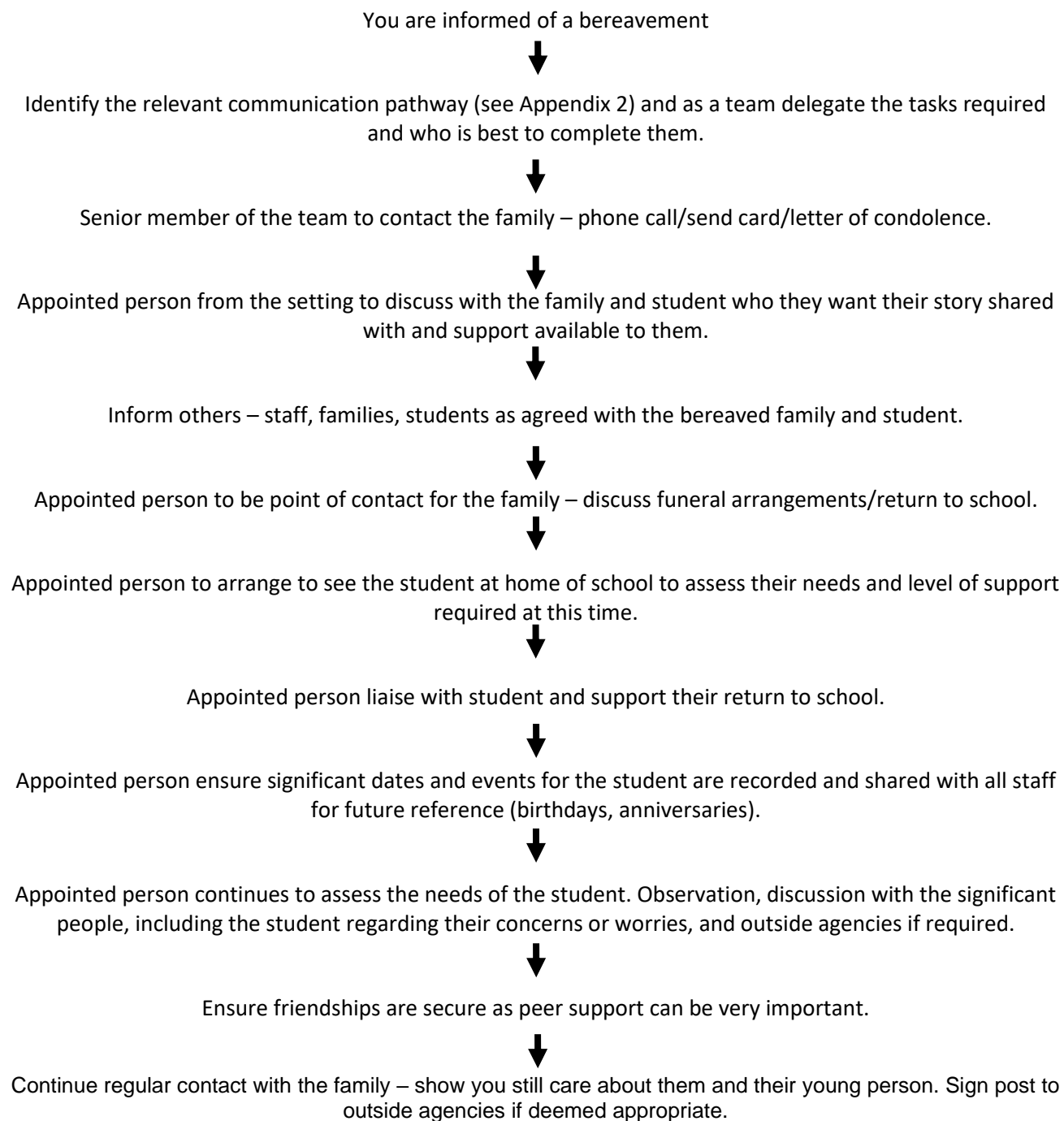
- It is important to consider any cultural or religious implications and seek advice if necessary.
- Ensure nominated staff with responsibilities for supporting staff and students, are available to do so.
- It may be necessary temporarily to provide staff cover for their normal activities.
- Identify an allocated quiet place where students and staff can go if necessary.
- It is preferable for there to be minimum disruption to the timetable but some flexibility may be required.
- Try to engender an awareness of when people need help and support, particularly those who worked closely with the person who has died and secretaries /administrative staff who are taking telephone calls, dealing with parents etc.
- Through the nominated staff member who has responsibilities for liaising with the individual's family, ascertain their wishes about the school's involvement in the funeral, if any.

In line with the families' wishes consider practical issues such as:

- Sending flowers to the home or to the funeral, making a collection etc...
- Who will attend the funeral?
- Cover for any staff who may be going to the funeral.
- Informing the parents of those pupils who will be involved.
- Possible closure of the school (but only with the agreement of the Trust CEO). If this is the case remember to tell lunchtime supervisors, caretaker etc. in advance.

## 6. Bereavement Flowchart

This flowchart will support you to build your school plan to respond to a bereavement:



## 7. Guidelines for Supporting a Bereaved Students 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 maybe their break from that.

Have some action plans in place to help the child and young people return by:

- Identifying a member of the team who will be the main contact point for them and their family.
- Ensure regular contact, this may be daily or weekly depending on needs and wishes of the family. This helps you understand how they are coping, what support they may need now and, in the future, to discuss concerns and worries and plan strategies to cope.
- If they stay at home, remember them. Have cards and messages sent to them from appropriate people (peer group and staff they have good relationships with). Activities such as these will give the other children the opportunity to discuss their own concerns or experiences with the family and help them to feel they are doing something positive to support them, you may want to collate them into a book. This death may remind others of their own experiences and so be prepared to support them. You may find out information about a child in your class that you didn't know before. Be ready to listen to them all.
- 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. Remember bereaved children and young people have 'physical' illness, such as headaches, tummy aches and feeling sick, as well as mental sadness including lack of concentration, feeling tired, disorganised anger and frustration. These will have an impact on workload and learning. Monitor how things are going on their return and maintain communication with all staff involved.
- Maintain normal rules and expectations of behaviour. This is important for the children and young people within the setting and the child or young person who have been bereaved. The rules and expectations are all part of the 'normal' routine and will help to make them feel secure. Remember the impact of bereavement on the whole family when giving sanctions and the impact the sanctions may have on the whole family
- Consider 'time out' strategies that suit the child or young person and the setting. Time out cards, signals or signs can help them to exit the room quickly if they are feeling vulnerable or emotional. Make sure they have a safe place to exit to.
- Remember, there is no set pattern or time limit to grief – It is a unique experience and the process is a lifelong one. At different ages and during new or transitional times they will have new questions requiring answers and questions requiring a re-visit of what happened; to develop a better understanding and acceptance.

It is not unusual for bereaved pupils to take time off school during the early stages of their bereavement. For some, the need to be with their families will be strong, and indeed they may suffer from separation anxiety when the time comes for a return to school. For others the familiarity, stability and routines of school life may prompt an early return. The time away from school will vary from pupil to pupil but when they do return, they may have a number of concerns – you will only know what these are and how they might be resolved if you ask. Some of the more common concerns might be:

- How will staff and peers react – who has been told, what do they know, what will be said, how much will I have to say to people? You can help by meeting with them to welcome them back, acknowledge the death and talk through their concerns. Saying something simple like "I am sorry to hear that your dad died – sometimes it helps to talk about it and if so, who would you like to be there for you?" is usually much appreciated by them. If possible offer them choices about how things should be handled and what support would be helpful. Let staff and classmates know how they want to be received and supported.
- Fear of sudden emotional outbursts – anger, distress, panic... You can help by normalising grief reactions and giving them choices about what strategies will help them to cope in the classroom e.g. able to leave lessons without fuss – "exit card" system, where they can go, who they can talk to.
- Fear when they realise they may not remember what the deceased person looks like - A laminated photo of the deceased person may give enormous comfort when the visual image begins to disappear. A special

teddy or other memento will often give great comfort in times of distress and upset. They may also want to show this when talking about the person who died. It should be stressed that whatever helps the child within reason should be encouraged.

- Fear of being behind with work and unable to catch up - You can help by clarifying with other staff what is essential to accomplish and what can be left, and offering appropriate help to achieve what needs to be done.
- Inability to concentrate and feel motivated or sit still - You can help by reassuring them that this lack of motivation and concentration is normal and will pass. Offer shorter more manageable tasks, write down the task, give encouragement for achievements, and minimising difficulties can often help.
- Family grief impacting on normal family functioning - Disrupted routines, sporadic meals, chaotic bedtimes are possible reasons why they may be inadequately prepared for school, does not have the necessary equipment, and may be tired or hungry. You can help by talking with them to ascertain where areas of difficulty lie and try and work out strategies with them and their family to help keep things on an even keel in school. Identify their strengths and help them build on them.
- Unable to meet homework/project deadlines because of altered responsibilities within the family and home - You can help by helping them work out and meet priorities. Be flexible where possible and offer additional support where needed.
- Forthcoming examinations - You can help by explaining the process of notifying examination boards and the possible outcomes.

## **8. Guidelines for Providing On-Going Support for a Bereaved Student**

- If the child/young person thinks it would be helpful and friends agree, establish a peer support network – ensuring that those helping are given appropriate support themselves or seek help outside, for example, by making a referral for external support (see Appendix 5)
- Make a note of significant dates which might affect the pupil, e.g. date of death, birthdays, Christmas, anniversaries. Make sure other members of staff are aware of these and the possible impact these may have. Don't be afraid to acknowledge these potentially difficult times with them e.g. "I know Christmas is coming up and it might feel a very different and difficult time for you all this year without your Dad – so don't forget, if it helps to talk you can always come and see me".
- Consider possible reactions to class/assembly topics. Discuss how these difficulties might best be managed with them e.g. if making Mother's day cards do ask them if they wish to be included in the activity too, very often the answer is 'yes' as they still have a parent, they just can no longer see them, but still want to remember them.
- Look out for signs of isolation, bullying or difficulties in the playground – bereaved children/young people are often seen as vulnerable and may become a target.
- Consider using books/activities to help explore feelings and ideas about death as part of the normal school curriculum
- Be alert to changes in behaviour – these may be an indication that they are more affected by their bereavement than they are able or willing to say. Reactions may present themselves months or years after the event, and it may be difficult for staff and others to relate behaviour(s) to the bereavement.
- Follow up absences – absence could indicate bereavement – associated problems at home or school.
- At transition time make sure the new class teacher and/or school are aware of the bereavement and support in situ.

- At the end of the day, be yourself, listen and care.

## **9. Guidelines for Supporting a Student with Special Educational Needs**

All children benefit from being given simple, honest “bite size” pieces of information about difficult issues - often repeated many times over. For further support visit [www.autism.org.uk/about/family-life/bereavement.aspx](http://www.autism.org.uk/about/family-life/bereavement.aspx).

When talking about death and bereavement with a child with learning difficulties it might be helpful to consider: -

- 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 new information normally given? - signs, verbally, pictures. Use their normal communication methods to talk about illness and death.
- HOW is new information normally backed up? – you will probably need to repeat information a number of times over a long period. Do you need to make a social story? ([www.speakingspace.co.uk](http://www.speakingspace.co.uk) will assist with this)
- PROCEED at a level, speed and language appropriate to them.
- BUILD on information given – small bites of the whole, given gradually will be easier to absorb.
- REPEAT information as often as needed.
- WATCH for reactions to show the child understands – modify and repeat as needed.
- FOLLOW the student’s lead – if indicating a need to talk or have feelings acknowledged, encourage as appropriate.
- WATCH for changes in behaviour to indicate the child is struggling more than they can say and offer support as needed.
- MAINTAIN normal daily routine as much as possible.
- LIAISE with other agencies involved with the student to ensure accuracy and continuity of information.

## **10. Guidelines For Supporting Staff**

It is generally felt that keeping as much ‘normal structure’ as possible is beneficial – this is to ensure some stability in the lives of pupils at a time of crisis. Remember that feelings and expressions of grief are normal, appropriate and healthy.

- Offer appropriate reassurance and have plenty of tissues available.

- Keep staff regularly updated and supported. Providing comfort for distressed pupils is a difficult and draining task; all staff – including the senior management team, need the opportunity to express their own feelings. Having the time and space for this to happen is essential. The Educational Psychology Service will be available as a point of contact for members of staff. Please liaise with the Babcock LC(Change to SMHL) lead to ensure that we signpost people to the most appropriate form of support to meet their needs.
- Be alert for individual staff who may be particularly vulnerable to such events due to their own circumstances
- Continue to ensure that staff members have the opportunity (perhaps with the help of outside support) to deal with their own feelings, both about the incidents and the distress of the pupils.
- Immediate trauma support that is available for staff through the Trust's confidential employee assistance program, accessed via Health Assured on 0844 891 0357, [Employee Assistance Programmes \(EAP\) | Health Assured](#) .

There is no 'best way'. The most useful guideline is to try and communicate that you care. It is probably better that you don't have preconceived ideas about what is the best way to help as different people will appreciate different approaches and acts. Here are a few guidelines to consider:

- What to say? In the initial stages you may need to say very little. Take your cues from the mourner. You can be very supportive by providing quiet company and listening.
- Watch religious messages. For people who are not religious comments about God or Allah may be hurtful or annoying.
- Take care with the use of humour. Whilst it is a good idea to 'lighten' the atmosphere, what is humorous for one person will not seem funny to another and may be seen as an attempt to minimise the loss.
- Be yourself.
- Be realistic. Avoid offering to do or give what you are not able to follow through.
- Avoid clichés – 'Life just has to go on' or 'Time is a great healer' etc.
- Don't probe for details about the effect of the situation or trauma but be a good willing listener if the person wants to talk about it. • Be available and sympathetic.
- Learn to accept silence. Don't feel that you have to force a conversation, chatter on aimlessly, or force socialisation.
- Avoid talking to people about disclosures of another person.
- Avoid making assumptions. Do not attempt to tell the mourner how he or she feels, e.g. "you must feel really angry...". Ask naive questions such as, "I was wondering if you felt a bit sad this morning in the playground, or whether you were just cold?"
- You may, particularly at first, feel awkward or uncomfortable trying to help or express your concern to people who have had a devastating personal experience. Possibly the best way over this is to concentrate on the other person (rather than yourself) at the time.
- Responding to traumas and other major disasters can be extremely exhausting, traumatic and overwhelming at times, for the community as well as those directly affected. If you are in a 'helping role' or in a position of responsibility you will have particular demands made upon you and you are likely to make heavy demands on yourself. Try to take care of yourself, so that you are better able to, in turn, help others.

## **11. Self-Care Checklist**

This is for anyone who is touched by the Critical Incident, whether directly or indirectly, e.g. office staff, family, friends - all should consider their own needs, especially senior leaders who often do a prioritise being strong for everyone else over their own wellbeing.

#### Immediate

- Ideally find someone to talk to (colleague, friend, partner) within the first 12 hours. If there is no one, sit quietly and go over the events in as much detail as possible. Carry out your own debrief in drawn/written form. In addition:
- Ask yourself/a colleague 'is my continued involvement appropriate?'
- Ask 'do I need immediate back-support for other work?'
- Tell a partner/family about your involvement because you may not feel sociable or you may feel angry etc. (NB - they may not be willing listeners).

#### Short Term:

- Share your experience with colleagues. Participate in personal/team discussion both for support and sharing of experiences.
- Be aware that you may experience physical and emotional effects such as fatigue, anxiety, depression, irritability, aggression, anger, etc. which are normal reactions.
- Consider setting up a 'buddy' system so that everyone is able to support each other.

#### Long Term:

- Be gentle with yourself! Remember that we can't 'fix' everything and we are bound to feel helpless at times. Caring and being there are sometimes more important than doing.
- Give support, encouragement and praise to peers and to management. Learn to accept it in return.
- At the end of each day, focus on a positive thing that occurred during the day.
- Take time to care for yourself, and engage in hobbies or relaxing activities.

If you feel you are continuing to have intrusive thoughts about the event and these feelings are not lessening after a few weeks, you may need some more support. Your GP may be able to signpost you to relevant help.

## **Appendix 1 – Guidelines on How to Inform Students**

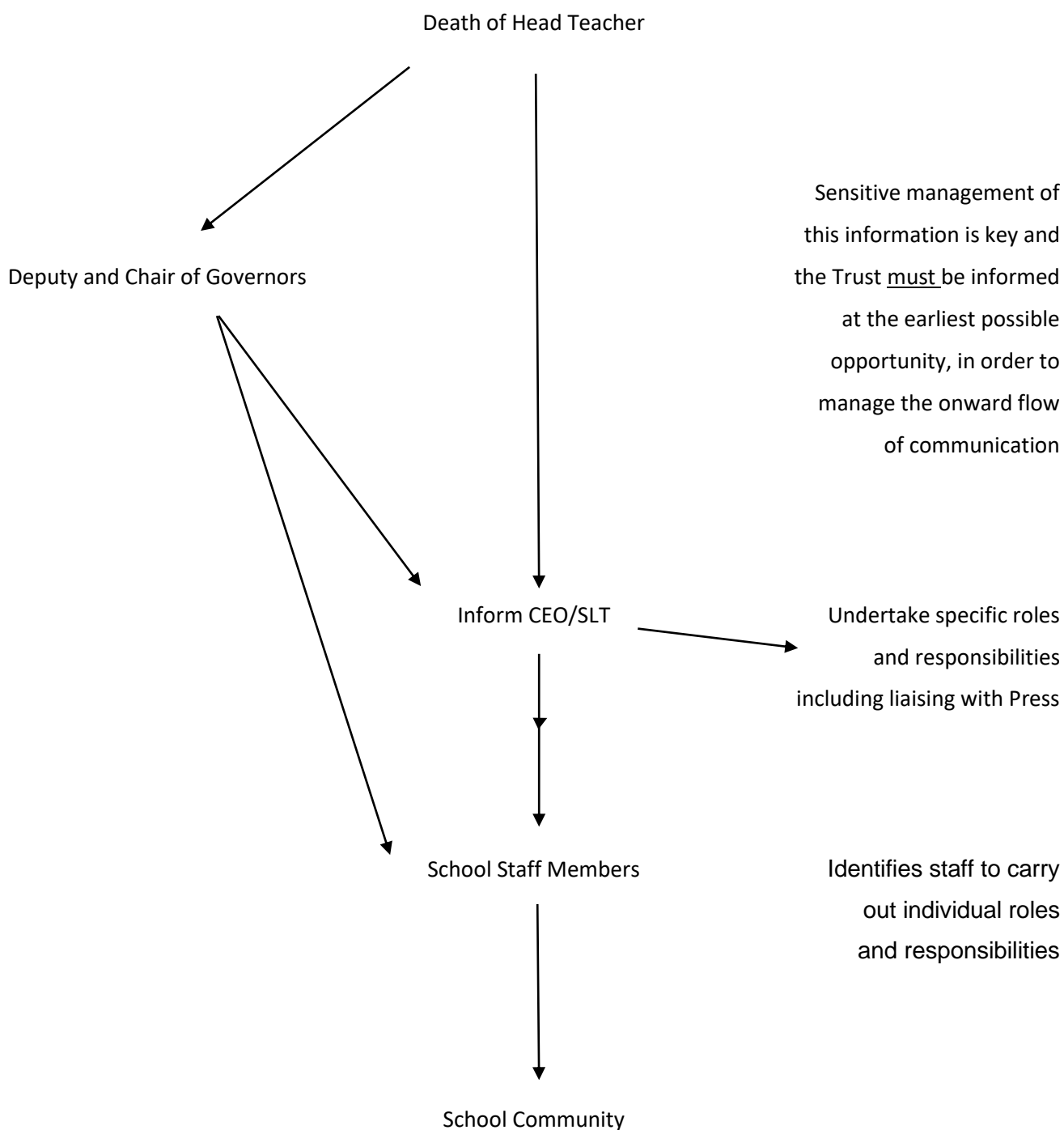
Remember it is ok to show your emotions in moderation. It is important we model to children and young people healthy responses to sad news and a natural response to hearing about a death is to shed a tear.

- Be honest and factual.
- Use clear language – use the person’s name, do not use euphemisms like ‘passed away’ or ‘lost’ use the words dead, died and death to avoid confusion.
- Allow the children/young people to ask questions and answer them honestly and factually in terms they will understand.
- Allow the children/young people to ask questions and answer them honestly and factually in terms that they will understand.
- Allow the children/young people to verbalise their feelings.
- Allow the children/young people to discuss the situation and share their experiences of death (even if that is the death of a pet).
- Ensure the children/young people understand that the death is nothing to do with anything they have said or done. It is in no way their fault.
- Reassure them that not all people who are ill or have had an accident will die and that many people get better.
- Acknowledge some days will be harder than others
- Do not expect to go straight into maths, allow for a time of restoration preferably with a physical outlet.
- Put an appropriate time limit on the discussion. It is preferable to resume normal school activities as soon as possible thus ensuring minimal disruption within the school day which also offers a sense of security and familiarity.

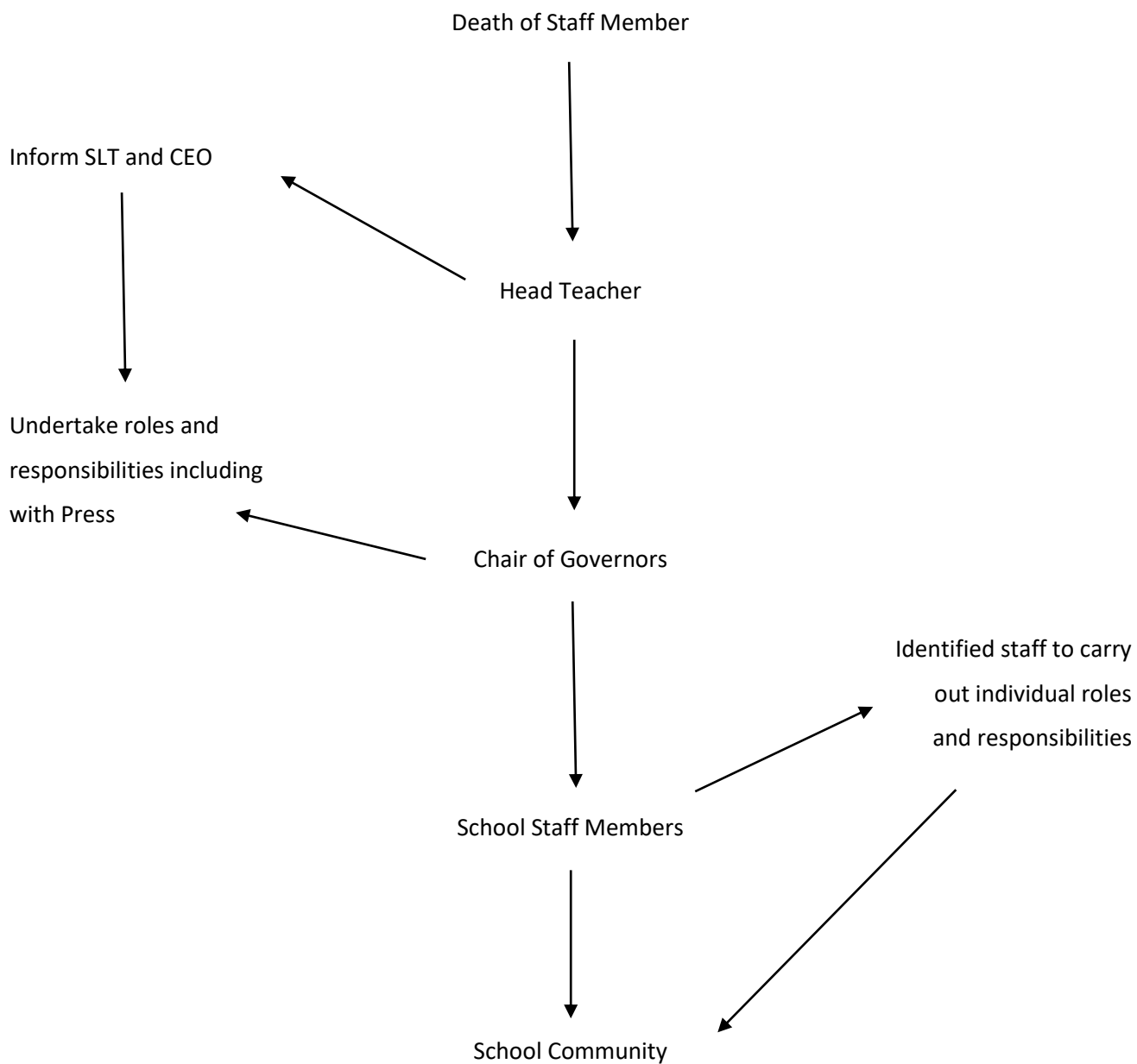
Suggested scripts to use when someone dies:

- “I’ve got some really sad news to tell you today that might upset you. I know most of you will have heard of cancer, and know that sometimes people with cancer get better, but other times people die from it. \_\_\_\_\_, the Geography teacher and Year 11 tutor, has been ill with cancer for a long time. I have to tell you that \_\_\_\_\_ died yesterday in hospital”.
- “Sometimes people have accidents at work, at home, at school or on the road. People may be hurt or injured in the accident and they may have to go to hospital for treatment. Sadly, there are some accidents that cause people to die. I have some really sad news to tell you that might upset you. Yesterday \_\_\_\_\_, who is in Year 7, was in an accident and he was so badly injured that he died”.

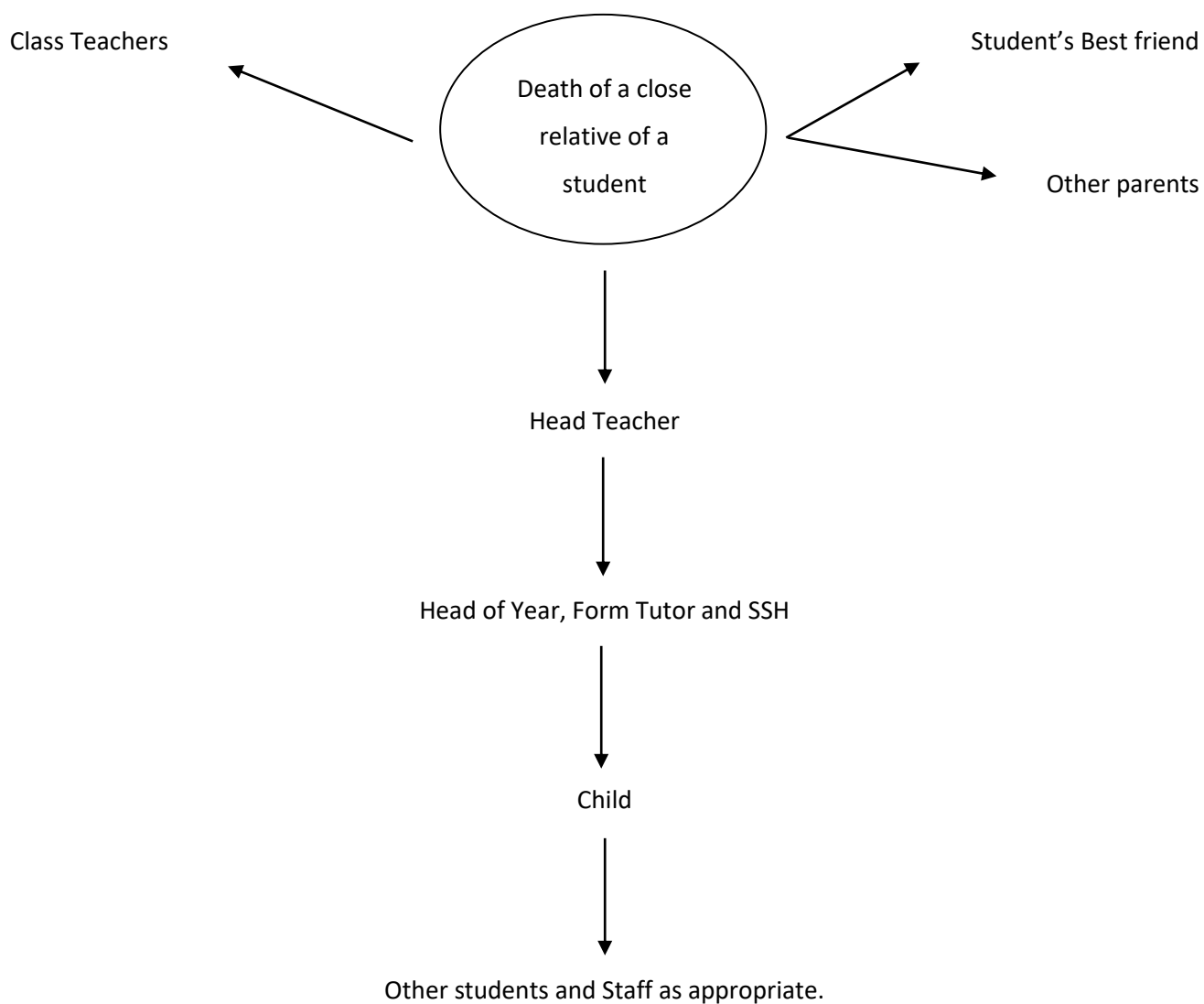
## **Appendix 2 – Information Sharing Pathway Following the Death of Head Teacher**



## Appendix 2 – Information Sharing Pathway Following the Death of a Staff Member



## Appendix 2 – Information Sharing Pathway Following Death of Pupil



### Appendix 3 – Letter Templates

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

(Date)

Dear Parents

Your child's form tutor had the sad task of informing the students of the tragic death of ..... , who has been a at this school for ... years.

Our thoughts are with family at this time and in an effort 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 child bereavement support charity. Their contact details are 02380 647550, email [info@simonsays.org.uk](mailto:info@simonsays.org.uk) or visit their website [www.simonsays.org.uk](http://www.simonsays.org.uk).

The funeral will take place at ..name of 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.

(Date)

Dear Parents

Your child's form tutor had the sad task of informing students 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 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 students 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 child bereavement support charity. Their contact details are; [info@simonsays.org.uk](mailto:info@simonsays.org.uk) or visit their website [www.simonsays.org.uk](http://www.simonsays.org.uk).

The funeral will take place at ...name 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

Head Teacher

#### **Appendix 4 – External Support Agencies**

This policy is linked to our:

- Child protection policy

- Critical incident policy
- Behaviour policy
- Mental Health policy

ORGANISATION	CONTACT DETAILS
Child Bereavement UK	Helpline: 0800 02 888 40 <a href="https://www.childbereavementuk.org/contact-us">https://www.childbereavementuk.org/contact-us</a>
Winston's Wish	Helpline: 08088 020 021 <a href="https://www.winstonswish.org/about-us/contact-page/">https://www.winstonswish.org/about-us/contact-page/</a>
Cruse Bereavement Care	Helpline: 0808 808 1677 <a href="https://www.cruse.org.uk/about-cruse/contact-us">https://www.cruse.org.uk/about-cruse/contact-us</a>
Mind	Infoline (information and signposting to further help): 0300 123 3393 Further contacts: <a href="https://www.mind.org.uk/information-support/guides-to-support-and-services/bereavement/useful-contacts/">https://www.mind.org.uk/information-support/guides-to-support-and-services/bereavement/useful-contacts/</a>
Samaritans	Samaritans provides a <u>step-by-step programme</u> for schools and those affected by suicide.
Simon Says	Helpline: 023 8064 7550 <a href="#">Home - SimonSays</a>
Harrow Educational Psychological Service	Telephone: 020 8051 8380 Email: <a href="mailto:educationalpsychology.services@harrow.gov.uk">educationalpsychology.services@harrow.gov.uk</a> <ul style="list-style-type: none"> <li>• Helping the school implement <u>Loss, Bereavement and Critical Incident</u> guidance around loss, bereavement and critical incidents. (change)</li> <li>• Working with staff groups to plan how to respond to individual and group needs.</li> <li>• Providing information about typical reactions to traumatic events.</li> <li>• Providing advice on ways to support individual pupils.</li> <li>• Possible provision of short-term support where appropriate.</li> <li>• You can download a copy of <u>Helping a friend leaflet</u> here.</li> <li>You can download a copy of <u>Helping children and young people cope leaflet</u> here.</li> <li>You can download a copy of <u>Suffering a loss leaflet</u> here.(delete)</li> </ul>