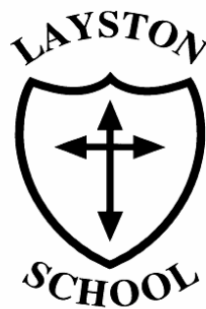




# Layston C of E First School



## Bereavement Policy

Written: April 2020 by Susie Betley

Review: July 2022

Next review: July 2024

**Policy Review**

This policy will be reviewed in full by the *Governing Body* bi-annually.

The policy was last reviewed and agreed by the *Governing Body* in Summer Term.

It is due for review in 2 years (July 2024) by the *Governing Body*.

Signature .....

Date .....

Head Teacher

Signature .....

Date .....

Chair of *Governors*



# Layston First School Bereavement Policy

## **Aims & ethos**

This policy is intended as guidance for *all* staff, including non-teaching staff and governors. This policy should be read and understood in conjunction with other relevant policies e.g. Anti-bullying, Behaviour, Critical Incident, Equality, Health & Attendance, PSHRE, Religious Education, Safeguarding & Child Protection, SEND, SMSC, and Supporting Pupils with Medical Conditions.

At Layston we aim to provide support through:

- ✓ Promoting our Christian values and ethos: 'Loving to learn, learning to love, for every child a chance to shine'
- ✓ Providing a safe and nurturing environment for all
- ✓ Promoting emotional literacy
- ✓ Providing practical support and guidance for children and families who are experiencing bereavement
- ✓ Providing support for staff with their own well-being when supporting a bereaved family through the designated mental health lead (Susie Betley)
- ✓ Sign-post families to relevant bereavement agencies who will be able to provide specialised support

## **Rationale**

1 in 29 5-16 year olds will experience bereavement through the loss of a parent or sibling. Many more are bereaved of a grandparent, relative, friend or other significant person.

Within a school community there will almost always be some pupils who are struggling with bereavement – or sometimes the entire school community is impacted by the death of a member of staff or a pupil.

## **Objectives**

This policy will enable us to respond appropriately, compassionately and consistently. It will provide:

- A framework for all staff to give guidance in how to deal sensitively and compassionately with the bereavement.
- To support pupils and/or members of staff before (where applicable), during and after bereavement.
- To enable effective communication and clarify the pathway of support between members of staff, pupils, the family/carers and the community.
- To identify key staff within school and the governing body and Local Authority.
- To have clear expectations about the way school will respond to a death, and provide a nurturing, safe and supportive environment for all.

## Death of a Pupil or Member of Staff

### Roles & responsibilities

Key Members of Staff:

*Head teacher:* Adele McMurrough [head@layston.herts.sch.uk](mailto:head@layston.herts.sch.uk)

*Senior Leadership Team:* Adele McMurrough, Susie Betley & Ben Strahan

*Mental Health Lead (MHL):* Susie Betley [sbetley@layston.herts.sch.uk](mailto:sbetley@layston.herts.sch.uk)

*Mental Health First Aider:* Susie Betley

*PSHRE Lead:* Susie Betley

*Mental Health Deputy:* Steph Strachan

*Mental Health Governor:* Margaret Lawrence

*Designated Senior Person (DSP) for Safeguarding & Child Protection:* Adele McMurrough

*Deputies DSP for Safeguarding & Child Protection:* Susie Betley & Helen Wilcox

*Governor for Safeguarding & Child Protection:* Emma Hampton

*Church Foundation Governor:* Reverend Kirsty Wainwright

The head teacher will take charge in the event of the death of a pupil or member of staff. The **Critical Incident Policy** will be followed. In the event of the head being unavailable the deputy head and mental health lead will take on the responsibility, with the support of the Educational Psychology service. In the case of sudden or traumatic death of a pupil, the school may be called upon to be a part of a multi-agency review. If is the case, the head teacher will represent the school.

The head teacher and mental health lead will liaise with the family, with the support of the class teacher, if a pupil has died. When delivering the news to pupils it will initially be done in class groups with a familiar adult rather than as a whole school.

### Procedures for Supporting Families

The head teacher (or in their absence the deputy and/or mental health lead) will liaise with the family of the deceased to clarify what information the family wish to be shared with the school community. The school will also ensure the family has access to the appropriate financial, practical and emotional support through signposting them to specialist agencies.

If a pupil dies by suicide, Samaritans provide a Step-by-Step programme to support schools. They can be contacted on: 0808 168 2528

In the event of the death of a pupil or member of staff the Educational Psychology team will be contacted by the head or mental health lead in accordance with the Critical Incident Policy, as they provide support for schools in this situation.

The following template letters from Child Bereavement UK will be used to express the school's condolences and inform the parents/carers of what has happened.

A letter of condolence to the parents in the event of a child's death:

Dear

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

As a school community, we will miss <Name> very much and we are doing our best to offer comfort and support to <his/her> friends, classmates and teachers. <Name> was a <valued/cherished/highly-regarded/well-liked/popular/friendly> member of our school family.

If we can do anything to help as you plan <Name's> funeral, please let us know.

We will continue to keep in touch and will support you in any way we can.

With sympathy

To the parents/carers informing them of a member of staff's death:

Dear Parents and Carers,

I am sorry to inform you that a <well-respected/long-standing/well-loved/popular/ well-known> member of our staff, <Name>, died <suddenly/in hospital/after a short illness>.

The pupils were told today by their <class teacher/tutor/head of year/in assembly> and many will be reacting to this news. When someone dies, young people may experience many different feelings, such as sadness or anger. Some pupils may feel shocked and upset by the news, while others may be confused or numb. These reactions are all normal.

We have tried to answer their questions in school, using age-appropriate and honest language. For more information about speaking to children and young people about death, visit the Child Bereavement UK website [childbereavementuk.org](http://childbereavementuk.org)

Our thoughts are with <Name's> family at this time. We will be in touch with details of how our school will celebrate/remember <Name's> life.

Kind regards

To the parents/carers informing them of a pupil's death:

Dear Parents and Carers,

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

<Name> died suddenly/in hospital/after a short illness yesterday/last week/over the weekend/during half term.

He/She was a <valued/cherished/highly-regarded/well-liked/popular/friendly> member of the class/school community and will be missed by everyone who knew him/her.

When someone dies, young people may experience many different feelings, such as sadness or anger. Some pupils may feel shocked and upset by the news, while others may be confused or numb. These reactions are all normal.

We have tried to answer their questions in school, using age-appropriate and honest language. For more information about speaking to children and young people about death, visit the Child Bereavement UK website [childbereavementuk.org](http://childbereavementuk.org)

Our thoughts are with <Name's> family and friends at this time. We will be in touch with details of how our school will celebrate/remember <Name's> life.

Kind regards,

### The First Few Days

The school will be supported by the local authorities Educational Psychology team and will follow the Critical Incident Policy. After the school community have been informed of the death it will be the responsibility of SLT to discuss with the school community how we could show our thoughts are with the family. In the event of the death of a member of staff, a supply teacher may be needed but it should not be their responsibility to break the news to the children and if possible a familiar member of staff should be with that particular class for the day.

### The Funeral - advice from Child Bereavement UK

In the event of the death of a member of staff or pupil it will be the head's role to discuss with the deceased's family whether they wish members of staff to attend. If they do it will be the head's responsibility to decide who should attend to represent the school or whether the school should be closed. This would have to be discussed and agreed with the local authority.

In the event of a pupil experiencing bereavement it is the family's role to explain the funeral to their child. However, they may wish to discuss this with you.

Most children will only know what a funeral is if they have previously experienced the death of someone they know. We may be asked by a family for advice about taking their child to a funeral and some families are concerned that a funeral is too "adult" a ritual.

When someone dies, most people gain some comfort from an opportunity to say goodbye at a funeral. It is no different for children. As long as they have been prepared and given the choice whether to be there or not, they find it a helpful experience.

You could reassure them that none of the children and young people that we support at Child Bereavement UK regretted choosing to attend the funeral of someone special to them. Those who were not given the option deeply resent not being included, despite this decision having been made with the best of intentions.

### Support for Pupils

"Children, like adults, will grieve in different ways and their responses to a bereavement will depend on their age, understanding and relationship with the person who died.

It can be difficult for a bereaved pupil as they may feel different to their peers and may struggle to connect with their friends. Equally, young friends may find it difficult to interact with someone who is bereaved. Nurture these relationships by asking a bereaved pupil what they need and want from their friends and then support these young people as they develop their friendships.

Some bereaved pupils feel very isolated and they can benefit from opportunities to meet other bereaved young people." CBUK

This will be done collaboratively by the head teacher, mental health lead and class teacher.

## Support for Staff

Staff will be supported by the SLT, which includes head, deputy and mental health lead. They will be available to listen and support and sign-post staff to specialist agencies if necessary.

## Remembering

The head teacher will liaise with the family regarding the school's intentions regarding remembrance of the member of staff/pupil so that they are comfortable with what is being suggested.

## Supporting a Bereaved Pupil

As teachers we are not bereavement counsellors and our aim will be to support the family in accessing appropriate bereavement agencies and practical resources, as well as providing a nurturing, stable and familiar environment for the child/ren. Communication with the bereaved family will be paramount and we will ensure that attachment aware practice is in place to support children when they feel vulnerable.

Layston offer an 'open door' policy for parents to see staff, this is particularly important in order to communicate regarding a bereavement. Where possible the head teacher and/or the mental health lead will be involved in the initial communication of the situation. Having good contact with the family will enable us to access accurate information, to understand what the pupil has been told and to reassure those caring for the child. Grieving children can display altered behaviours in different situations and good communication with home will provide a more realistic picture of how the child is coping. We will remember to share the child's successes as well as any concerns we may have.

"As adults we naturally want to protect, but children have a much greater capacity to deal with the harsh realities of life than we realise, as long as they are told in an appropriate way. Even a very sad truth will be better than uncertainty and confusion. What a child does not know they tend to make up and their fantasies can be very distressing to them and difficult to deal with. Do not be afraid to use the word "dead." It may feel harsh but euphemisms such as "lost" or "gone away" only create confusion and misunderstanding in children who take what they hear very much at face value." Advice from Child Bereavement UK website

"Children mature at different rates and their understanding and responses to bereavement are likely to be based as much on their experience of life as on their chronological age. By about the age of 7, the majority of children realise that death is permanent. As they get older, children become aware of the inevitability of death and develop an increasing awareness of their own mortality. It is important to remember that children will be grieving for life and the loss will always be with them. Children may need to look again at the details surrounding the death of an important person in their lives as they grow older. Feelings they had when young will be different several years further on as their understanding matures and the meaning of the death changes as they move through life. This is not unresolved grief but the experience of different feelings later in life, often connected to major life events such as switching classes, moving up to senior school or other significant change.

"People are often at a loss as to know what to say or do to help a child who has been bereaved by the death of someone important to them. Every situation is different, and children will be affected to a greater or lesser degree, dependent on the circumstances of the death and the nature of the relationship they had with the person who has died. **Most grieving children do not need a**

**‘bereavement expert’ they need people who care. Schools, just by carrying on with their usual day-to-day activities while being aware of the bereavement, can do a huge amount to support a grieving pupil.”** Advice from Child Bereavement UK website

### Death, grief and bereavement in the curriculum

Some of the skills, knowledge and understanding needed by children to manage loss are explored in PSHRE (talking about difficult feelings, protective behaviours, where to find help) and the concept of death is explored in RE through the context of religion, God, and differing views of the after-life (see relevant policies). The RE and PSHRE content is available in each class’s Curriculum Map on the school website.

The most helpful thing that we can do for grieving children, is to acknowledge what has happened. Keep it very simple, “I was very sorry to hear that \*\*\* has died, that is a very sad thing to have happened.” It may be appropriate for us to send a card, and the head and/or mental health lead will oversee this. This could be from the class if the child is not attending school for a few days. This will help them to keep up the contact with the school.

Try to answer questions honestly. Keep the language simple and age appropriate. Be aware that they may not fully understand what being dead means, and it is important to address any insecurities and to reassure them.

It is important to find out what has been said to the child at home as it will be confusing if explanations differ. Adults act as role models so it is helpful if everyone can take the same approach. Children need an accepting and supportive environment where they feel safe to ask questions and share feelings. When they ask difficult questions which you are unable to answer, ask the child what they think or ask them what they have been told.

If the adults around them can express their emotions, a child will know it is OK to do the same. Encourage and help them to express feelings by giving opportunities through play and other activities. They may play at being dead and although adults might find this disturbing, it is how children make sense of the world around them. Painting, drawing or craft activities can give a bereaved pupil the opportunity to focus on something practical which may help them to talk about their feelings.

Be prepared to repeat explanations and information. What they understood as a younger child will be different from their present understanding and at various other stages in their development. The meaning and the impact of what has happened will change and deepen. Questions may be repeated in response to their need for more detailed explanations in line with their understanding.

#### Signposting families to support:

<https://www.childbereavementuk.org/>

<https://good-grief.org>

<https://www.winstonswish.org>

<https://rainbowsgb.org>

A list of useful books for exploring loss and bereavement are in Appendix 1.



## Nurture & attachment aware responses to bereavement & pupils returning to school

When someone close to them dies, the world can become a very scary place for a child, and they may start to wonder who else is going to leave them. Children may feel reluctant to be away from their family members or people who are important to them, particularly on school trips or overnight stays. Routines become important to them and they may react to changes within the school environment. We will try to prepare them in advance, where possible, and address any anxieties they may have.

Where possible we will liaise with the family to discuss how the child would like to return to school (e.g. coming in through the office on the first day instead of going straight on to the playground), what would be most useful for them and who they would like to be their key adult and buddies to support them.

It is also useful to remember that people are often in shock for at least the first 6 months after a bereavement and they will not begin to process what has happened until the shock subsides. We must remain patient and let the children and family experiencing grief be our guide to what they need and when they need support. **Most grieving children do not need a 'bereavement expert' they need people who care. Schools, just by carrying on with their usual day-to-day activities while being aware of the bereavement, can do a huge amount to support a grieving pupil.**

### Supporting Peers

When a pupil is experiencing bereavement, it can be a difficult time for friends. Friends often want to support but do not know how. Support will be provided either one on one or in group settings and will be guided by conversations by the student who is bereaved and their parents with whom we will discuss:

- ❖ What it is helpful for friends to know and what they should not be told;
- ❖ How friends can best support;
- ❖ Things friends should avoid doing/saying which may inadvertently cause upset;
- ❖ Warning signs that their friend needs help;
- ❖ Where and how to access support for themselves;
- ❖ Safe sources of further information about their friend's emotions;
- ❖ Healthy ways of coping with any difficult emotions that they may be feeling.

All of this will also be considered in the light of each pupil's age and level of understanding.

### Supporting Staff

Many people feel inadequate and out of their depth when faced with adults or children experiencing deep sadness or trauma. It is more about being there for them, and building a relationship with them, than being a bereavement professional. Always be realistic with the amount of support you can give.

It is perfectly normal and OK to be emotionally affected. However, recognise that in order to help others, you need to feel reasonably strong yourself. You may become aware of previous losses in your own life. If it all feels too close to home, do not be afraid to say so. Please talk to the head teacher and/or mental health lead.

It is important to maintain professional boundaries. Getting over-involved is not helpful to either yourself or to the bereaved child or adult. You cannot carry their grief for them, but you can share their journey by being there for them and being aware.

'Managing Bereavement: a guide for schools' is saved on the staff server under 'Bereavement' for additional staff guidance.

## Appendix 1

### **Books and Resources: KS1 / P1-2 / 5-7yrs**

*The suggestions below are suitable to use with children (not an exhaustive list). Books can help children experiencing loss make some sense of confusing and sad emotions. They can also help children to feel less alone. Try to select books that are appropriate for individual circumstances. The books marked \* are particularly suitable for reading during circle time. Always be prepared for children who may become upset. It is a good idea to let parents/carers know that you are introducing the subject of loss and bereavement. The books and resources below will help with this:*

#### Prebereavement Book My Brother and Me by Sarah Courtauld

Available from CBUK shop. This pre-bereavement book is designed to help children understand how they and the rest of their family might feel when someone in that family is seriously ill. It offers opportunities to share concerns and fears and ways to manage difficult feelings such as jealousy.

Age 4-10 but could be used with younger children.

#### The Saddest Time by Norma Simon

Explains death as the inevitable end of life and provides three situations in which children experience powerful emotions when someone close has died. The scenarios are an uncle with a terminal illness, a classmate killed in an accident and a grandparent who dies of old age.

#### Books I Miss My Sister by Sarah Courtauld

Available from CBUK shop. A young girl's sister has died and the impact on her and her family is sensitively illustrated with min text. Designed to be shared with an adult, it will help to start conversations, answer questions and allay any fears.

#### Missing Mummy by Rebecca Cobb

Available from CBUK shop. Beautifully illustrated and with moments of wonderful warmth, this is a touching, honest and helpful book about the death of a parent. With minimum text, it touches on some of the worries and fears that a young child may have after a death, offering reassurance and hope

#### When your mum or dad has cancer by Ann Couldrick

Available from CBUK shop. This is a useful booklet for younger children (7+) to teenage children. It has an introduction for parents but then explains cancer in a simple way children can relate to. It also covers many questions children ask such as will the person die and what exactly happens, but tackles the answers with insight and honesty.

#### The secret C by Straight Talking About Cancer by Julie Stokes, Vicky Fullick

This illustrated guide for children provides a sensitive introduction for a child when a parent, sibling or a person close to them is diagnosed with cancer. It is aimed at children aged 7 to 10 years and will work best when an adult is present to expand on the simple messages in the text.

#### Badger's Parting Gifts (also available in Urdu and Arabic) by Susan Varley

When old badger dies, his friends think they will be sad forever. Gradually they are able to remember Badger with joy and treasure gifts he left behind. Sensitively written, this book will help children identify and begin to understand feelings associated with the death of someone they love.

### The Lonely Tree by Nicholas Halliday

A story based on the life cycle in the natural world. The young tree is sad when his old friend the Oak dies but Spring brings joy to the little tree.

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### Am I Like My Daddy by Marcy Blesy

This beautifully illustrated and poignant book will help children bereaved when very young who struggle to remember the parent who died. Grace in the process of learning about who her father was through the eyes of others learns about who she is today. This book is American, but relevant to all.

### Heaven by Nicholas Allan

While he is waiting for the angels to collect him, Dill the dog explains to Lily what he thinks heaven is like: hundreds of lampposts to pee against, lots of whiffy things to smell and bones everywhere. Lily completely disagrees. Luckily, they agree to disagree just in time for a poignant, last goodbye.

### Waterbugs and Dragonflies by D.Stickney

Written from a Christian perspective, this book can be used to help explain the concept of death to young children. The story illustrates that death is inevitable, irreversible but natural. It is presented as something sometimes difficult to understand but a happy experience for the deceased.

### Josh – coming to terms with the death of a friend by Stephanie Jeffs and Jacqui Thomas

Josh's friend Max has died. The book explains with simple clarity not only what happens to the body of a dead person but also the Christian belief that we will be safe in heaven.

### Dogger by Shirley Hughes

A sensitively written story, with which adults and children will identify. It is about a little boy who loses his favourite toy "Dogger" and describes his feelings and responses as a result. Useful as a gentle intro to Loss.

### Beginnings and Endings with Lifetimes In Between by Bryan Mellonie and Robert Ingpen

A beautifully illustrated book which aims to help parents/teachers explore the subjects of life and death.

### When Uncle Bob Died by Althea

A helpful book which in a simple way explains the facts surrounding death. It is honest but reassuring. A good book to read to a young child to prepare them for the death of someone close. Realistic illustrations.

### When Dinosaurs die: A Guide to Understanding Death by Laurene Krasny Brown, Marc Brown

The authors explain in simple language the feelings people may have regarding the death of a loved one and the ways to honour the memory of someone who has died.

What does dead mean? By Caroline Jay and Jenni Thomas

Available Jessica Kingsley [www.jkp.com](http://www.jkp.com) Is a beautifully illustrated book that guides children gently through 17 of the 'big' questions they often ask about death and dying. Suitable for children aged 4+, this is an ideal book for parents and carers to read with their children, as well as teachers, therapists and counsellors working with young children.

Workbooks to use with pupils: Someone I knew has died by Trish Philips

Available from CBUK shop. This is an innovative activity book with many unusual and interactive features, written for bereaved children to help them understand what it means when someone dies and to explore their thoughts and feelings with an adult. Designed with pre-school and early yrs age groups, some older children may also enjoy this book.

Helping Children Think About Bereavement by Heather Butler

Available to buy on CBUK shop. This fun story and related short activities are presented as four, differentiated, lesson plans including one for pupils with learning difficulties. It helps pupils develop resilience and coping skills should someone they know die.

We will Meet Again in Jannah by Zamir Hussain

This book helps children make sense of their experience following the death of a sibling. This book can be a valued resource for schools in the field of bereavement care for pupils. Lesson plans can be customised according to the topic and activities adapted around the needs and background of the children.

Remembering by Dianne Leutner

Available from CBUK shop. A workbook for children when someone important to them has died. Sensitively illustrated, it will help a child to talk about their memories and make some sense of how they are feeling.

Support if a teacher dies: The Copper Tree by Hilary Robinson and Mandy Stanley

When Olivia's teacher dies, the children at her school are encouraged to think of everything that reminds them of her. Written with sensitivity and sprinkled with light-hearted moments, The Copper Tree approaches grief with sensitivity and sound judgement. A delightful and touching short story.

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**Books to support staff:**

Good grief: Exploring feelings, loss and death with under 11's.

Available Jessica Kingsley [www.jkp.com](http://www.jkp.com). With twenty educators contributing ideas piloted with children of different abilities and backgrounds in their care. To explore and demystify the experience of loss within the framework of the National Curriculum.

As Big as it Gets published & available [www.winstonswish.org.uk](http://www.winstonswish.org.uk)

Supporting a Child when a Parent is seriously ill. This booklet provides a range of ideas for parents and carers so that they feel able to involve their children in what is happening. The book also includes some suggestions about what parents might say to children and how to offer support.

The Invisible String by Patrice Karst

In this heart-warming story, delivers a very simple approach to overcoming the fear of loneliness or separation from parents, written with an imaginative flair that children can easily identify with and remember. Specifically written to address children's fear of being apart from the ones they love, The Invisible String delivers a particularly compelling message in today's uncertain times that though we may be separated from the ones we care for, whether through anger, or distance or even death, love is the unending connection that binds us all, and, by extension, ultimately binds every person on the planet to everyone else.

**Books and Resources: Key Stage 2**

*The suggestions below are suitable to use with children (not an exhaustive list). Books can help children experiencing loss make some sense of confusing and sad emotions. They can also help children to feel less alone. Try to select books that are appropriate for individual circumstances.*

*The books and resources below will help with this:*

Pre-bereavement Us Minus Mum by Heather Butler

The boys think Mum is invincible. But they're wrong. Because Mum is ill. Really ill. It's up to George and Theo to keep Mum (and everyone else) smiling – which will almost probably definitely involve willies, shepherd's pie and Goffo's victory at the pet talent show. This book is funny and a little bit sad.

When your mum or dad has cancer by Ann Couldrick

Available from CBUK shop. This is a useful booklet for younger children (7+) to teenage children. It has an introduction for parents but then explains cancer in a simple way children can relate to. It also covers many questions children ask such as will the person die and what exactly happens but tackles the answers with insight and honesty.

The secret C by Straight Talking About Cancer by Julie Stokes, Vicky Fullick

This illustrated guide for children provides a sensitive introduction for a child when a parent, sibling or a person close to them is diagnosed with cancer. It is aimed at children aged 7 to 10 years and will work best when an adult is present to expand on the simple messages in the text.

The Huge Bag of Worries by Virginia Ironside

Bereaved children and those in families where someone is expected to die, often have worries that they feel unable to share. This reassuring story will encourage them to voice their fears and concerns.

### Books Always and Forever by Alan Durant

When Fox dies the rest of his 'family' are absolutely distraught. How will Mole, Otter and Hare go on without their beloved friend? But, months later, Squirrel reminds them all of how funny Fox used to be, and they realise that Fox is still there in their hearts and memories.

### The Tenth Good Thing About Barney by Judith Voirst

A lovely short story that by dealing with the death of a pet, takes a child through the rituals associated with any death. It addresses the feelings children have when faced by loss, and how we all deal with those feelings, learn from them, and grow. This book does not have religious overtones, so it can be used by families with different sets of beliefs.

### Remembering Mum by Ginny Perkins

A simple photo journey of a real family whose Mum died. It shows how that family - a Dad and two primary-aged boys - coped with the anniversary of Mum's death, and how they are living without her but still including her in their daily lives. Very real and one that children will identify with.

### Sad Book by Michael Rosen

Michael Rosen talks of his sadness after the death of his son. A personal story that speaks to adults and children. Minimum text with moving illustrations.

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### Am I Like My Daddy by Marcy Blesy

This beautifully illustrated and poignant book will help children bereaved when very young who struggle to remember the parent who died. Grace in the process of learning about who her father was through the eyes of others learns about who she is today. This book is American, but relevant to all.

### What on Earth Do You Do When Someone Dies? by Trevor Romain

Child friendly, accessible text, this short book deals with the many questions that bereaved children of this age have when someone dies.

### What does dead mean? By Caroline Jay and Jenni Thomas

Available Jessica Kingsley [www.jkp.com](http://www.jkp.com). What Does Dead Mean? is a beautifully illustrated book that guides children gently through 17 of the 'big' questions they often ask about death and dying.

Suitable for children aged 4+, this is an ideal book for parents and carers to read with their children, as well as teachers, therapists and counsellors working with young children.

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Someone I knew has died by Trish Philips

This is an innovative activity book with many unusual and interactive features, written for bereaved children to help them understand what it means when someone dies and to explore their thoughts and feelings with an adult. Although designed with pre-school and early years age groups in minds, some older children may also enjoy this book.

Talk to My Gran About Dying – my school project by Gina Levete

Available from [www.jkp.com](http://www.jkp.com) Teacher resource to promote class discussion. Written in a diary format in a fun and engaging tone, this illustrated book is an excellent way to talk to children about dying, to answer their questions and to help them understand what dying means. Questions to the reader throughout the book help to spark discussions and will allow the child to safely explore their thoughts and feelings. This is an ideal resource for teachers and parents to read with children aged 8-11.

Finding a Way Through When Someone Close Has Died by Mood and Whittaker

This workbook is written by children who have experienced the death of someone close. They offer advice based on their own experiences. The activities encourage young people to express their feelings and responses to death.

When Someone Very Special Dies by M. Heegard

A simple workbook designed to be used by a bereaved child with adult help. It will help a child or young person to understand and express the many feelings that they will have. Communication is increased and coping skills developed as they work their way through it.

We will Meet Again in Jannah by Zamir Hussain

This book helps children make sense of their experience following the death of a sibling. This book can be a valued resource for schools in the field of bereavement care for pupils. Lesson plans can be customised according to the topic and activities adapted around the needs and background of the children.

**Books to support staff:**

Talking about death and bereavement in school by Ann Chadwisck

Available from [www.jkp.com](http://www.jkp.com). This short, easy to read book offers simple but important advice and guidance for school teachers and staff on what to do when a child is grieving. It includes advice on explaining death to children, insights into how children may be feeling and how they may react, and ways in which they can be supported. Age 4-11.



Good grief: Exploring feelings, loss and death with under 11's.

Available Jessica Kingsley [www.jkp.com](http://www.jkp.com). With twenty educators contributing ideas piloted with children of different abilities and backgrounds in their care, 'Good Grief' has been designed to explore and demystify the experience of loss - in different contexts - within the framework of the National Curriculum. This is also on the staff server under bereavement.

As Big as it Gets published & available [www.winstonswish.org.uk](http://www.winstonswish.org.uk)

Supporting a Child when a Parent is seriously ill. This booklet provides a range of ideas for parents and carers so that they feel able to involve their children in what is happening. The book also includes some suggestions about what parents might say to children and how to offer support.

The Invisible String by Patrice Karst

In this heart-warming story, delivers a very simple approach to overcoming the fear of loneliness or separation from parents, written with an imaginative flair that children can easily identify with and remember. Specifically written to address children's fear of being apart from the ones they love, The Invisible String delivers a particularly compelling message in today's uncertain times that though we may be separated from the ones we care for, whether through anger, or distance or even death, love is the unending connection that binds us all, and, by extension, ultimately binds every person on the planet to everyone else.