



# Alexandra

Primary School

**Aspire, Perform, Succeed**

## **A policy to support children and their families in the event of bereavement**

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## **Bereavement policy for Alexandra Primary School**

### **1 Introduction**

#### **1.1 Background and rationale**

Alexandra Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. APS is an inclusive school that strives to ensure that all children feel safe when with us. When our children leave Alexandra Primary, we want them to be prepared for their future, have the skills to succeed, know how to think and learn in order to overcome whatever challenges they might meet and to make the most of every opportunity.

Around 41,000 children are bereaved of a parent every year in the UK. That's nearly two children under 16 every hour. Many more are bereaved of a grandparent, sibling, friend or other significant person<sup>1</sup>.

Experiencing a bereavement can make children more vulnerable. Bereavement, whether it is an expected death because of illness or a sudden and unexpected death or suicide, is something that can impact on members of our school community at any time.

Our school is committed to the emotional health and well-being of its staff and pupils. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that prepares pupils for coping with bereavement.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school can best prepare for, and respond to, bereavement in the school community.

We recognise that members of the school community will be affected by a range of losses including separation and divorce. Some aspects of this policy may also be helpful in these cases.

This policy was based on an exemplar developed by the national charity Winston's Wish.

#### **1.2 Policy links**

This policy also links to the following other policies we hold in school:

- Child Protection and Safeguarding policy
- PSHE education policy
- Anti-bullying policy
- Equality policy
- Health and safety policy
- Special Leave of absence policy (staff)
- Whole, Happy, Healthy Strategy

#### **1.3 Purpose of the policy**

This bereavement policy supports us to provide effective support to pupils and staff before and after bereavement. It covers both expected and unexpected deaths. Empathic understanding in the familiar and secure surroundings of school may be all the

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<sup>1</sup> Winston's Wish <https://www.winstonswish.org/about-us/facts-and-figures/>

bereavement support some children and staff require. However, we also need to be prepared to call on more specialist support where there is a sudden and unexpected death, or where the impact of a bereavement is complex.

The objectives of this policy are to:

- enhance effective communication at a difficult time
- clarify the pathway of support between school, family, community and services
- make best use of the support available in school, the council's families, children and learning department and the wider community.

## 2 Our charter for bereaved children and young people

To help us meet the objectives of this policy we have adopted the [Winston's Wish Charter for Bereaved Children](#) and will display this in appropriate staff areas and on our website.

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|          |   |
|----------|---|
| <b>B</b> | <b>Bereavement support</b><br>Bereaved children need to receive support from their family, from their school and from important people around them. We will signpost them to specialist support if needed.  |
| <b>E</b> | <b>Express feelings and thoughts</b><br>We will help bereaved children to find appropriate ways to express all their feelings and thoughts associated with grief, such as sadness, anxiety, confusion, anger and guilt.   |
| <b>R</b> | <b>Remember the person who has died</b><br>We understand that bereaved children have the right to remember the person who has died for the rest of their lives. We will support them to share special and difficult memories.   |
| <b>E</b> | <b>Education and information</b><br>All children, particularly bereaved children, are entitled to receive answers to their questions. They also need information that clearly explains what has happened, why it has happened and what will be happening. We will strive to enable children to have their questions answered, through the PSHE curriculum, on an individual basis, working with parents and carers or through support services. |
| <b>A</b> | <b>Appropriate response from schools and colleges</b><br>Bereaved children need understanding and support from their teachers and fellow students without having to ask for it. We will provide training to ensure this happens.  |
| <b>V</b> | <b>Voice in important decisions</b><br>We will work with families to encourage them to involve bereaved children in important decisions that have an impact on their lives such as planning the funeral and remembering anniversaries.  |
| <b>E</b> | <b>Enjoyment</b><br>We will support the bereaved child's right to enjoy their lives even though someone important has died.   |
| <b>M</b> | <b>Meet others</b><br>We will try where possible to enable bereaved children to benefit from the opportunity to meet other children who have had similar experiences.   |
| <b>E</b> | <b>Established routines</b><br>We will endeavour, whenever possible, to enable bereaved children to continue activities and interests so that parts of their lives can still feel 'normal'.   |
| <b>N</b> | <b>Not to blame</b><br>We will help bereaved children to understand that they are not responsible, and not to blame, for the death.   |
| <b>T</b> | <b>Tell the story</b>   |

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We will encourage bereaved children to tell an accurate and coherent story of what has happened. We know this is helpful to them particularly if these stories are heard by those important people in their lives.

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### **3 Safeguarding, confidentiality and recording**

We follow our school's child protection and 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 and 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 our usual school systems *i.e.* CPOMS to record when a child has experienced a close bereavement, is at risk of suicide or has made a suicide attempt.

### **4 Roles and responsibilities in dealing with bereavement**

#### **4.1 The role of the governing body is to:**

- 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.

#### **4.2 The role of the head teacher and senior 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 the *London Borough of Hounslow* in the case of a sudden and unexpected death or suicide – key professionals would be expected to be involved – e.g. link Educational Psychologist and Primary Mental Health Worker, alongside relevant

colleagues and managers

- 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 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

#### **4.3 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 head teacher and pastoral/wellbeing team
- teach about loss and bereavement as part of the planned curriculum or in the role of tutor (teachers only)
- inform the head teacher at the earliest possibility if they hear about a death of someone in the school community

Our SLT / family support officer/ Wellbeing team has had more advanced training about bereavement. They can offer professional support to other members of staff etc.

#### **4.4 The role of the local authority**

The role of the Local Authority is to:

- offer specific support when there has been an incident affecting a section of the school community, and / or a critical incident, suicide or sudden death of an adult or child, initially meeting with the head teacher and key lead staff in the school to discuss the immediate plan of action, with timeline outlined where possible for follow up actions

- inform appropriate colleagues within the local authority on a need to know basis
- advise and support staff who are supporting bereaved children and young people including offering and providing training on request
- advise on referral pathways and offer triage to support pathways of support, through identification of those requiring more specialist support and those whose needs can be met through the Whole School Approach on request
- ensure that any staff significantly affected by a death are made aware of the support that's available to them.
- The Educational Psychology team will be involved

Further support from the London Borough of Hounslow may follow and they can be contacted at [schooleffectiveness@hounslow.gov.uk](mailto:schooleffectiveness@hounslow.gov.uk).

Further information can be found from the Local Offer at [https://www.hounslow.gov.uk/info/20084/births\\_deaths\\_marriages\\_citizenship\\_and\\_cemeteries/2141/coping\\_with\\_bereavement\\_and\\_grief](https://www.hounslow.gov.uk/info/20084/births_deaths_marriages_citizenship_and_cemeteries/2141/coping_with_bereavement_and_grief)

## **5 Procedures**

### **5.1 Pre-bereavement**

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

In cases where this is an adult within the school community, individual conversations will be held with the 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 factual information and explore what support could be provided to them
- identify a key point of contact 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 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.

## **5.2 Following a bereavement**

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

### **As an immediate response we will:**

- contact the deceased's family with the aim to establish the facts and avoid rumours (head teacher)
- consider any religious beliefs that may affect the timing of the funeral or impact on other aspects of the bereavement process
- find out, if possible, how the family would like the information to be managed by the school
- allocate member(s) of staff to be the key point(s) of support for the affected child / young person or children / young people and ensure there is support in place for the staff members if required
- send letters or cards of condolence to families or individuals directly affected
- inform staff of the death before pupils are informed, recognising that some pupils may have found out through other means. Where possible, staff will be prepared (through prior training) to share information in age-appropriate ways to make sure all staff have the same version of the event. Where this has not been possible, staff will be supported to share the information.
- where appropriate inform pupils who are most directly affected (such as a friendship group), preferably in small groups, by someone known to them and in keeping with the wishes of the family and expertise of the school
- inform the wider school community in line with the wishes of the family. We would normally do this through assemblies and / or letters to parents.
- make small changes to the school timetable to accommodate the needs and wellbeing of the child or children affected by the situation. However, we will aim for minimal disruption to the timetable as this can offer a sense of security and familiarity.

### **For the funeral we will:**

- find out the family's wishes and follow these in terms of the involvement of members of the school community (or not)
- organise tributes such as flowers or a collection in line with family wishes and the wishes of staff and pupils
- be sensitive to religious and cultural issues.

### **After the funeral we will:**

- consider whether it is appropriate to visit the child and family affected at home and plan a return to school
- ensure friendships are secure – peer support can be particularly important for a bereaved child or young person
- continue regular contact with the family and show we still care about them and their child over time
- monitor the emotional needs of staff and pupils and provide listening time and ongoing appropriate support
- consider practical issues and make thoughtful and sensitive updates to parental and other contact details when needed
- continue to assess the needs of children most affected, and record and plan for support accordingly.

### **Longer term we will:**

- be aware that the impact of bereavement follows a child throughout their school life. So, we will record information and share with relevant people, particularly at transition points. This could include ensuring significant dates and events for the child are recorded and shared with appropriate staff for future reference.
- signpost families to bereavement support including that provided by Winston's Wish <https://www.winstonswish.org/about-us/>
- ensure that learning about loss and bereavement is embedded into appropriate curriculum areas including PSHE education. When teaching about loss and bereavement we will give careful thought as to how to support those directly affected by loss and bereavement.

## **5.3 Following a sudden and unexpected death – suicide**

Suicide is not just a really difficult event to deal with, it also presents the unique risk of potentially being the trigger for another suicide.

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/>

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’.

#### **5.4 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.

Winston’s Wish recommend 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. Winston's Wish can provide support to families bereaved in this way and further information can be found on their website:

<https://www.winstonswish.org/death-through-homicide/>

## **6 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.

## **7 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.

## **8 Supporting staff**

### **8.1 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, information and advice

We will work within our special leave of absence policy and if necessary, with the council or trust'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 their line manager about any areas of the curriculum which they feel uncomfortable to teach or want support to teach.

### **8.2 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.

## 9 Curriculum

Children and young people explore the concept of loss, bereavement, and grief as part of the statutory elements of our PSHE curriculum. It is also addressed through cross-curricular opportunities such as body changes or life cycles, as well as through art, literacy, and religious education.

We also use assemblies to address aspects of death – such as Remembrance Day, Holocaust Memorial Day or commemorative occasions. We also observe national minutes of silence and explain the purpose of this.

When appropriate, we respond to a tragedy or serious incident by discussing this in class having discussed as a staff team the language we will use to respond to the incident.

Teachers are provided with training on how to deliver this sensitive area of the curriculum within a safe, learning environment. We also point parents and carers towards appropriate advice on how to talk to their children about these events when necessary.

We will answer any questions relating to loss or death in a sensitive, age-appropriate, honest and factual way. Children and young people will not be expected to disclose any personal experiences but will be signposted to support if they want it.

We give children opportunities to learn about and discuss cultural and religious issues around death and encourage them to express their own responses and feelings.

## 10 Additional support and links

### 10.1 National support services and support resources

As part of PSHE and our safeguarding work we will also signpost to appropriate sources of support for pupils and adults in the school community.

**Winston's Wish:** [www.winstonswish.org](http://www.winstonswish.org) Support information and guidance for bereaved children, young people and for those caring for bereaved families.

**Cruse Bereavement Care:** [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk) Support for anyone who has been bereaved.

**Childhood Bereavement Network:** <http://www.childhoodbereavementnetwork.org.uk> Find childhood bereavement support in your local area.

**Hope Again:** <http://hopeagain.org.uk/> A website for young people who have been bereaved.

**Papyrus:** <https://papyrus-uk.org/> Support and advice for young people struggling with thoughts of suicide, and anyone worried about a young person.

**Samaritans:** <http://www.samaritans.org/your-community/supporting-schools> A range of guidance and support for schools.

## **Appendix 1 – Books that can support Bereavement Education for Children (Copies available from Jo Bird / John Norton and the School Library)**

Books for Children under 5 years

### **I Miss You: A First Look at Death**

**By Pat Thomas & illustrated by Lesley Harker, 2001**

**ISBN 978-0764117640 £6.95**

This bright and colourful picture book very simply talks about life and death. It briefly covers a range of issues such as why people die, how you may feel when someone dies and what happens afterwards. It includes questions for the reader to answer about their own experiences and a section at the back for adults on how to best use the book. An excellent educational book, which could be used as a starting point for discussion.

### **Why do things die?**

**By Christine Pym and Katie Daynes, 2020**

**ISBN 978-1474979887 £7.99**

This wonderful, engaging lift-the-flap book offers simple answers to the sort of questions children ask about death, dying, grief, feelings and memories. The questions and answers are clear and straightforward and illustrated by charming drawings of animals. Suitable for children who have been bereaved and also for those who have questions about why things die.

Books for Children Ages 5 – 8

### **Always and Forever**

**By Alan Durant, illustrated by Debi Gliori, 2003**

**ISBN: 978-0552548779 £6.55**

Otter, Mole and Hare miss Fox when he falls ill and dies. They stay at home and don't want to talk about him because it makes them sadder. Then Squirrel visits and reminds them of all the fun times they had together. They all find a way to remember Fox and get on with their lives. Colourful, detailed pictures in this book emphasise the importance of holding on to memories.

### **Muddles, Puddles and Sunshine ( We have this)**

**By Diana Crossley, illustrated by Kate Sheppard, 2009**

**ISBN: 978-1869890582**

Published by Winston's Wish, this hardback activity book offers invaluable practical and sensitive support for bereaved younger children. Beautifully illustrated, it suggests a helpful series of activities and exercises accompanied by the friendly characters of Bee and Bear.

### **Luna's Red Hat: An illustrated storybook to help children cope with loss and suicide**

**By Emmi Smid, 2015**

**ISBN 978-1849056298 £10.99**

This beautifully illustrated storybook is designed as a tool to be read with children aged 6+ who have experienced the loss of a loved one by suicide. Suicide always causes shock, not just for the family members but for everyone around them, and children also have to deal with these feelings. The book approaches the subject sensitively and includes a guide for parents and professionals by bereavement expert Dr Riet Fiddelaers-Jaspers.

### **The Invisible String**

**By Patrice Karst, illustrated by Joanne Lew-Vriethoff, 2018**

**ISBN 978-0316486231 £5.94**

This accessible picture book offers a simple approach to coping with loss, loneliness or separation with an imaginative twist that children can easily understand. Even though you can't always be physically with your loved ones, there is an invisible string always connecting them to the people you love. A great tool for beginning conversations about death and for children who are dealing with loss.

Books for Children Ages 9 – 12

### **What on Earth Do You Do When Someone Dies?**

**By Trevor Romain, 2003**

**ISBN: 978-1575420554 £8.60**

This book for older children is a factual guide, answering questions such as 'why do people have to die?', 'is it okay to cry?' and 'what is a funeral/memorial service?' It is written in a straightforward way, with practical tips, advice and information about different faiths and beliefs. It describes the strong, confusing feelings you might have and suggests ways to feel better. He tells you it's okay to cry, talk about the death, grieve, and go on with your life

### **The Secret C: Straight talking about cancer (We have this)**

**By Julie A. Stokes OBE, illustrated by Peter Bailey, 2009**

**ISBN 978-0955953927**

This booklet is aimed at supporting parents or carers to explain to their child what cancer means and how it may affect their family and encourages open communication and questions about cancer within the family. Through pictures, captions and straightforward language, it explains how tumours are formed, what the various treatments are and how these may affect the person with cancer. It stresses the need to keep to family routines and, importantly, to still try and have fun. 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.

### **Milly's Bug Nut**

**By Jill Janney, 2002**

**ISBN: 978-0-9539123-4-6 £4.99**

A short, simple story of a young girl who's Dad has died. It talks about the ups and downs of a family finding their way through bereavement and how things slowly get easier as time goes. Milly misses her Dad and things are just not the same anymore. She knows when people die, they can't come back but she still keeps a wish to see her Dad one more time.

## **Appendix 2 – Websites**

### **Websites for Adults**

[Grief Encounter](#)

[Winston's Wish](#)

[Cruse Bereavement](#)

### **Videos for Parents and Carers**

[Supporting children through difficult times](#)

[When you can't visit someone who is ill](#)

[Supporting bereaved children](#)

[Supporting a bereaved child with ASD](#)

### **Websites for Young People**

[Help 2 Make Sense](#)

[Hope Again](#)

[Hounslow Youth Counselling Service](#)

### **Child Bereavement webinars**

Child Bereavement UK is hosting a number of webinars on supporting grieving children and families. See [here](#) for details of the webinars on offer. Contact [training@childbereavementuk.org](mailto:training@childbereavementuk.org) for information.