



THE CHURCH  
OF ENGLAND

Diocese of St Edmundsbury  
and Ipswich

# BEREAVEMENT GUIDELINES

2019

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With grateful thanks to the diocese of Southwark whose detailed bereavement resources underpin these guidelines and to Chris Lawson for the idea and her contribution.

## Foreword

The death of any member of a school community is a tragedy. Whether expected or sudden, such an event can rock the foundations of all those connected to the school. It is almost inevitable that a school will experience this sorrow at some point. Handling such a tragedy requires great sensitivity, strong leadership and community cohesion.

Death is something we humans often struggle to think and talk about, so many schools might find themselves ill prepared. This set of Guidelines is a document that seeks to support the school community in this moment of crisis. When shock and sorrow overwhelm us it is good to have a clear pathway to deal with practicalities and help us to make difficult decisions.

*'Jesus said to her, "I am the resurrection and the life. The one who believes in me will live, even though they die; <sup>26</sup>and whoever lives by believing in me will never die.'*

The Ven Dr David Jenkins  
September 2019

## Introduction

**In the diocese of St Edmundsbury and Ipswich there are eighty seven church schools with fifteen thousand pupils. All these schools are inclusive and caring and uphold a strongly Christian ethos.**

**Part of the duty of care towards every individual in their community is to be ready to offer support in difficult times. One of those times is a bereavement – sudden or expected – which demands that the whole community draws on their faith and fellowship to support those in need. This document aims to offer clear suggestions for coping in the event of a death in your school community.**

*When Jesus saw her weeping, and the Jews who had come along with her also weeping, he was deeply moved in spirit and troubled. "Where have you laid him?" he asked.*

*"Come and see, Lord," they replied.*

*Jesus wept. Then the Jews said, "See how he loved him!"*

**John 11 vv 33-36.**

## **Bereavement Guidelines**

Death is something that most people choose not to think about, so when faced with it schools may find themselves ill prepared. It is important that the school is seen as a safe haven where all members can find support, care and security. A death in the school community and the way that the school responds for its members in the light of this is a real test of its Christian distinctiveness, which should be at the heart of the school and therefore a context in which to cope.

### **Rationale:**

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

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

[www.childbereavement.org.uk](http://www.childbereavement.org.uk)

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

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

<https://stnicholashospice.org.uk/how-can-we-help/getting-help/counselling-and-emotional-support/living-with-bereavement/nickys-way-support-for-children/> (Nicky's Way - West Suffolk only)

### **Objectives:**

The core intentions of the guidelines are:

- To support pupils and/or staff before, during, and after bereavement in an inclusive spirit that recognises everyone's value to God.
- To enhance effective communication and clarify the pathway of support between school, family and community.
- To identify key staff within school, LA, MAT and the Diocese and clarify the pathway of support.
- The Children Act 1989 aimed to ensure that the welfare of the child was paramount, working in partnership with parents to protect the child from harm. All intentions of this policy endorse that aim as we endeavour to counter any adverse effects of bereavement and maintain pupils' emotional well-being.

### **Suicide**

The death of a member of the school community is a challenging issue to support – and where that is death by their own hand it is an even more delicate situation to get right.

We would always advise in the case of suicide that professional advice from one of the recognised sources listed above is sought. We also advise that, as always, the bereaved adults' views are paramount – and sensitive communication is central to all that happens. There may be many extra challenges over confidentiality, relaying of facts, which content is suitable for which audience and the giving of support. Each case will be different and must be handled very carefully by all school leaders but always under the direction of the Headteacher.

*"The Lord has sent me to comfort all who mourn."*

**Isaiah 61:1-2**

## **The Roles of the Leadership**

### **The role of the governing body**

- To approve the guidelines and ensure their implementation, to be reviewed regularly.
- To engage with and support the school – and particularly the Headteacher - in appropriate, and mutually agreed, ways.

### **The role of the Headteacher**

- To ensure that staff feel ready to cope with a death in their community.
- To empower everyone by encouraging staff in each class to read an appropriate book about bereavement with their class at the start of the year (primary only). Should there be a death that year the class has a comforting and familiar resource to draw on. To prepare with secondary students by opening discussion and reflection on death and bereavement as appropriate.
- To be first point of contact for family/child/staff member concerned.
- To keep the governing body fully informed.
- To liaise with the church as appropriate through the incumbent, key lay leaders or foundation governors.
- To keep the school community fully informed.
- To coordinate support throughout the community.
- To monitor progress and liaise with external agencies.
- To respond to media enquiries.
- To have concern for the wellbeing of all those affected whether staff, governors, pupils or other stakeholders.
- To oversee in the long-term the continued wellbeing of all concerned.

### **The role of the LA / MAT / Diocese**

- To offer relevant support and advice to the Headteacher.
- To consult on referral pathways and identification of complex grief.
- To signpost/provide resources for support (e.g. counsellors as appropriate, bereavement box etc.)

### **The role of staff**

- To have emotional awareness of both pupils and staff.
- To prepare their class/tutor group by reading an appropriate book on the theme of bereavement at the start of the school year.
- To offer appropriate support under the guidance of the Headteacher.
- To have bereavement support training and cascade learning to other staff as required.
- To deal sensitively and confidentially with all aspects of the grief journey in the community.

## **Things to Consider in the Days following the News of the Death**

**Within the Church school it is important to deal sensitively with those who have a strong religious tradition and those who have very little. The needs of the school and the community must be handled with considerable sensitivity and tact.**

### **The way forward:**

- Ensure that all parties i.e. school and clergy/church are working together to help support the family and those who grieve.
- Consult the incumbent or local clergy to consider how the church, clergy and shared rituals can support the school/ family in coming to terms with loss.
  - The clergy are trained to try and understand the feelings that bereaved people experience. Ask what advice and support they can give.
  - Faith can provide spiritual guidance. There are usually services for all ages and at a time of sadness many find a warm, loving Church community a great strength in recovering from the death of a loved one. In the congregation there will be others who are bereaved, quietly supporting and helping one another.
  - There may be a pastoral care group in the parish with people who have also experienced bereavement – people who can support children and families.
- Identify an allocated quiet place where children, young people 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 School Administrative Officers/ other administrative staff who are taking telephone calls, dealing with parents, etc.
- Ensure that nominated staff with responsibilities for supporting staff and children are available to do so. It may be necessary temporarily to provide staff cover for their normal activities.
- Through the nominated staff member responsible for liaising with the bereaved family, ascertain their wishes about the school's involvement in the funeral, if any.
- Consider practical issues such as:
  - Putting an obituary in the paper, sending flowers to the home or to the funeral.
  - Arranging a collection, etc.
  - Who will attend the funeral?
  - Cover for any staff that may be going to the funeral.
  - Transport to and from the funeral.
  - Informing the parents of those pupils who will be involved.

## **Outline Procedures**

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

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

**3. Pupils who are affected should be informed, preferably in small groups, by someone known to them. (See 'Breaking the news' below)**

**4. A letter to all school families affected should be composed at the earliest opportunity and a decision made as to how it should be distributed and to whom. (See Appendix 2 for templates below)**

**5. The school should be aware that the school timetable may need a degree of flexibility to accommodate the needs and wellbeing of children affected by the situation. However, minimal disruption to the timetable also offers a sense of security and familiarity.**

**6. Staff affected by the death will be offered ongoing support as appropriate.**

**7. In consultation with the bereaved family, arrangements for funeral attendance may be clarified, with attention paid to the needs of those remaining in school.**

**8. Where necessary a press statement should be prepared by the Headteacher with guidance from the diocese, local authority or MAT.**

**9. School should be aware that the impact of bereavement follows a child throughout their school life, so information should be recorded and shared with relevant people, particularly at transition points.**

**The following procedures take into account differing situations which may occur and each school may wish to tailor them to their needs.**



## **Guidelines for Breaking the News about a Death to Staff and Governors**

*Use the suggested pathways in the diagrams below.*

- Arrange a staff meeting, which should take place as soon as possible.
- Inform the Chair of Governors as soon as possible and ask them to inform the governing body.
- Discuss this with the clergy and invite them to be present when the news is broken.
- Choose a prayer to say together (see Appendix 4 for useful resources below).
- Impart only factual information. Never make assumptions or repeat what has been said by rumour.
- Give news sensitively and empathetically, being aware that people may react in different ways.
- Be aware of the relationships staff may have had with the person who has died.
- Ensure that there is someone responsible for telling people who are unable to attend the staff meeting such as part-time staff, peripatetic staff and lunch time supervisors. Consider the best way of imparting the information to those absent, for example by making a home visit, by telephone, text or email, etc.
- Identify individual members of staff who feel able to:
  - support other members of staff;
  - support groups of pupils.
- The most appropriate person to support the pupils should be well known to them and trusted.
- Identify an appropriate member of staff who will take phone calls and/or direct them as appropriate. Try to establish a "protected" telephone line to ensure free flow of accurate information.
- Identify a member of staff who will provide a letter for parents (see Appendix 2 for examples of letter templates below) which should be sent the same day.
- Arrange a staff meeting at the end of the day to ensure staff are coping with the situation.
- Identify any unresolved problems or ongoing issues.
- Ensure that those staff who live alone have contact numbers of friends in case of need.
- Identify and signpost sources of advice and support to access for help in coming to terms with the bereavement.

## Guidelines for Breaking News of the Death to the Pupils

*Use the suggested pathways in the diagrams below.*

- Inform the pupils as soon as possible about the death.
- Discuss this with the clergy and invite them to be present when the news is broken.
- Where possible, the pupils should be informed in small groups i.e. class or tutor groups.
- Identify those pupils who had a long term and/or close relationship with the person who has died, so they can be told separately.
- If appropriate, a special assembly could be held at a later time in the day or the following day to remember the person who has died.
- Those pupils who have had more involvement with the person who has died should be given the opportunity to share their feelings and experiences either within the group or in a one-to-one situation.
- Allow the pupils to verbalise their feelings.
- Allow the pupils to ask questions and answer them honestly and factually in terms that they will understand.
- Allow the pupils to discuss the situation and share their experiences of death.
- Be honest about your own feelings and talk about your relationship with the person.
- Avoid using euphemisms.
- Ensure the pupils 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.
- Conclude the discussion with a prayer or special poem to remember the person who has died and their family.
- 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.
- Be available for any pupil who needs additional help and support.

"Jesus says, 'Set your troubled heart at rest, trust in God always, trust also in me. There are many dwelling places in my Father's home, if it were not so I would have told you.'" John 14:1

## Family Bereavement:

When the school is informed of bereavement or loss the following actions should be considered:

- The family should be contacted and offered appropriate support. (See Appendix 4 for addresses and relevant telephone helplines.)
- The family should be asked how much and what the child already knows and how they have been involved.
- It should be explained to the family how the school can be involved to support the child and family.
- The importance of working together and liaison will be explained – both parties assessing any changes in behaviour. (Eating and sleeping patterns may change or behaviour in school may deteriorate or the child becomes withdrawn.)
- Involve outside agencies as appropriate e.g. [the school nurse](#), [Educational Psychology Service](#), [Nicky's Way](#).
- For a member of staff experiencing close family bereavement, absence will be arranged for attendance at a funeral and appropriate time off in line with the Absence Management Policy. Additional time may be given through sick leave as appropriate.

## How to support in a specific situation

### Death of a child or member of staff:

When the school is informed of the death of a child or member of staff, the following action should be considered;

- Discussion should take place with the family and their wishes taken into account before decisions are taken on how and what to tell the children in school.
- Telling the community: The guideline diagrams below show how to inform all relevant stakeholders.
- Counselling should be available if necessary, e.g. in cases of sudden or violent death (outside agencies should be involved with this e.g. Educational Psychology Service).
- Staff may be released to attend a funeral or memorial service should it be appropriate and they wish to do so. At all times such decisions are the remit of the headteacher.
- Staff and children should be supported throughout the grieving period; anyone displaying signs of stress should be offered appropriate support. Pupils and staff may express a wish to attend, or take part in the service, but they should only do so with the prior agreement of the deceased's family, relatives or next of kin, as well as the agreement of their own parents/carers.
- The class most affected might like to write down their thoughts and feelings; these could then be given to the bereaved family to assist in the planning of the service.
- After the service, staff and pupils should be encouraged to meet and express their thoughts and feelings as such services are important in the grieving process. It is advised that adults attending the service do not immediately return to school as the impact of returning to a busy workplace can be overwhelming.

### **Terminally Ill Pupils/Staff:**

- In the event of a child or member of staff becoming terminally ill, their wishes and those of their parents/guardians/next-of-kin should always be respected.
- Should the child wish to attend school, the class teacher may need to inform the class of the child's condition.
- Occasionally, the child may wish to talk to their fellow classmates about their predicament themselves. Honesty about death and dying may be the best line of approach. Sometimes there is just no other way.

### **Return to School:**

- For the bereaved child or member of staff, returning to school may be traumatic.
- Where there has been a close family bereavement, in most cases everyone (teaching, support staff, volunteers if appropriate and pupils) should be made aware of the situation before the pupil returns (providing the parents/guardians of the bereaved pupil agree).
- Staff should show appropriate compassion and allow expression to those suffering grief.
- Teachers should try to foster an environment that is compassionate yet disciplined.
- Family life at this traumatic time, can be particularly distressing, routines upset, relationships strained, the future uncertain. For this reason, school routines should be kept as normal as possible in order to provide a respite.
- Staff should be aware of anniversaries as this can spark a revival of feelings of bereavement.
- Staff might keep an eye on those particularly affected by the death of a close associate.

### **Talking to the Bereaved Pupil:**

- Try to be available to listen and support if possible, arrange a one-to-one session with the nurture/wellbeing lead (or Family Support Worker if the school has one) or appropriate adult, as soon as possible after the pupil returns to school.
- Be calm and show them that you are listening and understanding by occasionally repeating what they have said and by acknowledging their emotions.
- If people feel like crying they should cry – crying is not a sign of weakness, but often a sign of deep feeling.
- Beware of using platitudes e.g. "I know how you feel", (people may feel offended that you presume to know how they feel).

### **Do**

- Let the child know that you genuinely care.
- Make time to be available and listen.
- Accept all that the child is saying.
- Allow them to express their feelings their way.
- Let them know their feelings are normal.
- Let them know that it is OK to cry.

- Talk honestly and share your feelings.
- Be honest.
- Make eye contact.
- Have appropriate physical contact.
- Let them know that it is not their fault.
- Be aware of the home situation.

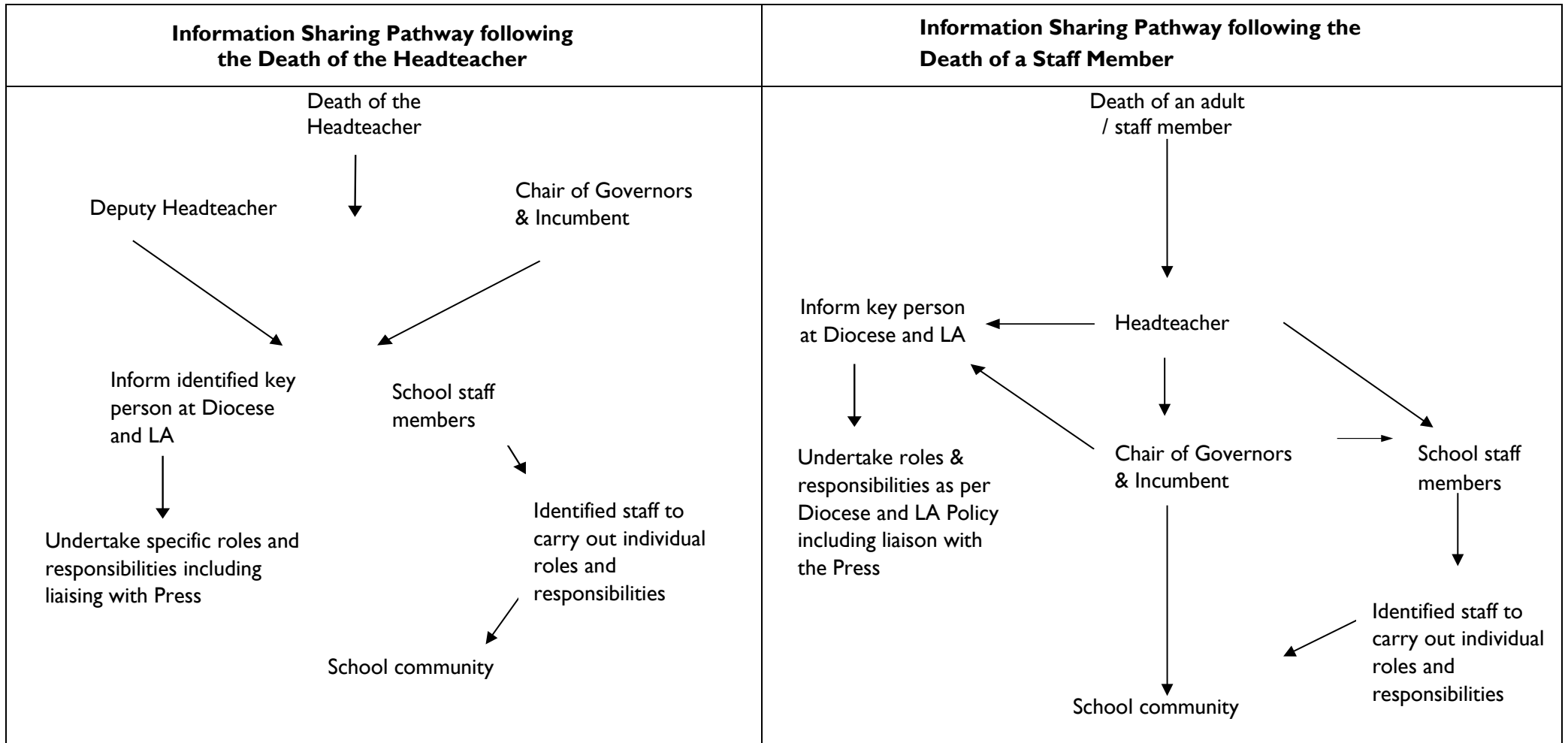
### **Don't**

- Stop the child talking.
- Tell them how they should or should not feel.
- Avoid contact.
- Change the subject.
- Deny your pain and feelings.
- Point out things for which they should be grateful.
- Be frightened of sharing your own feelings.

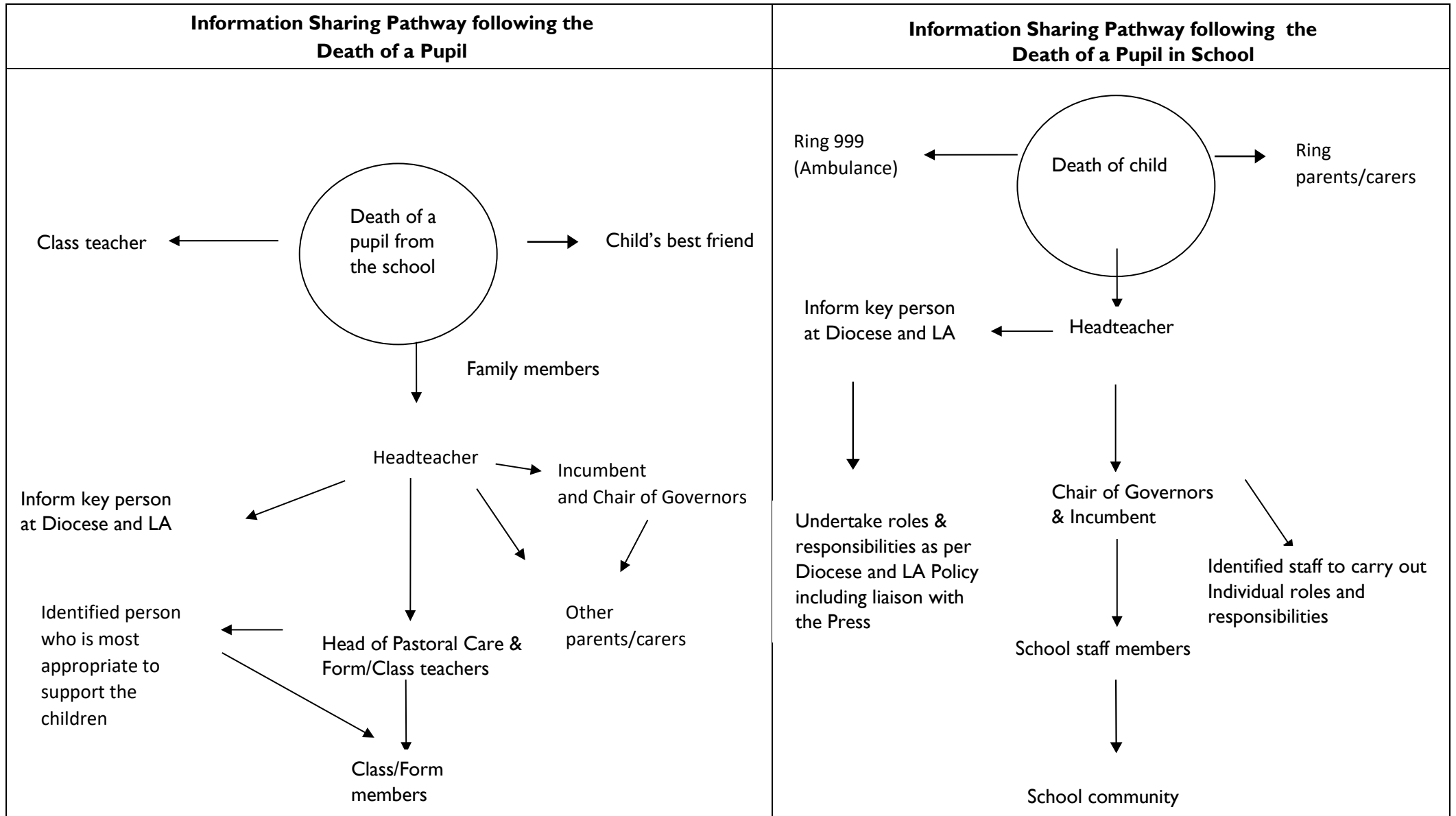
### **General Advice**

- Have age appropriate books about death in all classes as a matter of course, not just after a death and during bereavement, so that pupils begin to know and understand the vocabulary of death, e.g. 'Badger's Parting Gifts'. (Include the reading of an age appropriate book about death into the start of year schedule so this resource is familiar to the children.) These help pupils articulate their fears and distress when the time comes.
- Learning about dying and death should be an ordinary part of the curriculum (Religious Education, particularly at Easter).
- Having in the classroom pots of plants that live and die is a way of beginning to talk about the life cycle.
- Schools may need information and advice on the various death traditions and customs of faiths other than Christian. Inadvertent insensitivity or ignorance can cause great offence and add to a family's grief. (Some SACREs have issued valuable advice and the Diocese can advise on this).

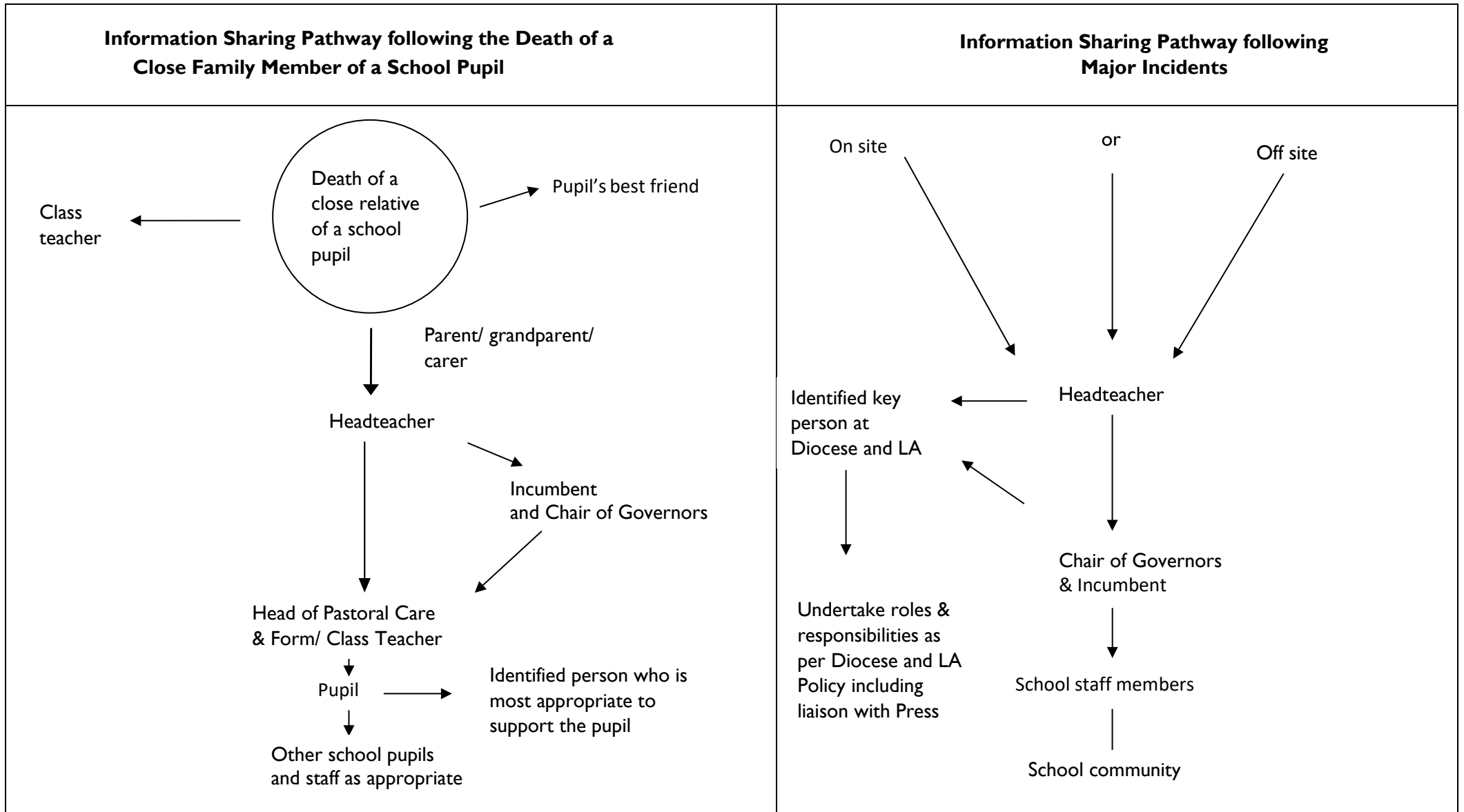
**BEREAVEMENT GUIDELINES**



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## Appendix 1

### Ways of Remembering

- **Art work.**
- **Draw pictures of the loved one.**
- **Write a letter to the person who has died, (What I would say to. . .).**
- **Write a poem for the person who has died.**
- **Make a Memory Box (possibly using Winston's resources).**
- **Write memories of the person who has died.**
- **Create memories to send to the bereaved pupil / family, i.e. for a pupil whose father has died, the father might have been a keen cricketer and the other children could write messages on cricket balls for that pupil.**
- **Have a place where people can respond both as individuals and collectively, e.g. a Book of Remembrance or a space in the school where people can come and light a candle.**
- **Name a Cup after the person who has died and present it to the winners of a termly / annual competition of the person's favourite game.**
- **Hold a 'Bank Holiday' to mark the birthday of the person who has died. On that day in school, instead of the normal school timetable, do the things that the person who has died particularly liked to do.**
- **Have fundraising efforts / a collection in memory of the person who has died, e.g. for the hospital that cared for the person who has died / the charity that gave so much to the person who has died.**
- **Write prayers.**
- **Use Circle Time to say or read prayers.**
- **Hold a Celebration / Service of Remembrance of the life of the person who has died. This can include the pupils and staff being part of the readings, sharing their prayers and memories and choosing the favourite hymns of the person who has died.**
- **Produce a Memory Booklet to support the Celebration Service / Service of Remembrance. The booklet could be written in the favourite colours of the person who has died.**
- **Frame some of the school's photographs of the life of the person who has died and displaying them around the school.**
- **Create some form of visual memorial for the person who has died, e.g. a bench, sculpture, water fountain, pebbles of words display, etc.**
- **Plant a tree for the person who has died.**

## Appendix 2

### Suggested templates for letter to parents

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

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

### Sample letter on death of a pupil:

Dear Parents

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

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

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

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

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

Yours sincerely <Name> Headteacher

### **Sample letter to bereaved parents**

Dear

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

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

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

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

With sympathy,

## Sample letter to parents on death of a staff member

Dear parents

I am sorry to have to tell you that a much-loved member of our staff [name] has died. The children were told today and many will have been quite distressed at the news.

No-one wants to see children sad, but we are very aware that factual information and emotional support are the best means of helping children deal with bereavement.

I am sure there will be many parents who are also saddened by the news. Children respond in different ways so may dip in and out of sadness, and questions, whilst alternately playing or participating in their usual activities. This is normal and healthy.

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

We will share details of the funeral as soon as they are known. (Children who wish to attend will be welcome to do so, though it will not be compulsory.) Staff from the school will be attending to pay their respects to a much loved colleague. I am sorry to be the bearer of sad news, but I appreciate an occurrence like this impacts the whole school community.

I am so grateful for the thriving partnership we have with parents and trust that we, together, will be able to guide and support the children through what may be, for many, a new experience in their lives.

Yours

## Appendix 3

### Developmental Cognitive Stages of Mourning

#### Infancy (to Age 2)

Children do not have the cognitive capacity to make sense of loss.

#### Preschool (Age 2-4)

Loss is seen to be temporary and reversible.

**Egocentric.** Believe world centres around them. Lack cognitive understanding of death and related concepts. Limited language skills.

**Concept of Death.** Death seen as reversible, as abandonment, not permanent. Common statements: 'Did you know my mum died? When will she be home?'

**Grief Response.** Intensive response but brief. Very present orientated. Most aware of changes in pattern of care. Asking questions repeatedly.

**Signs of Distress.** Regression: changes in eating and sleeping patterns, bed wetting, general irritability and confusion.

**Possible Interventions.** Short, honest answers, frequent repetition, lots of reassurance and nurturing. Consistent routine. Play is an outlet for grief.

#### Early Childhood (Age 4-7)

Loss is seen to be temporary and reversible. Children sometimes attribute non-casual events to loss.

**Gaining a Sense of Autonomy.** Exploring the world outside of self. Gaining language. Fantasy wishing and thinking. Initiative phase seeing self as the initiator. Concerns of guilt.

**Concept of Death.** Death seen as reversible. Personification of death. Feeling of responsibility because of wishes and thoughts. Common statements: "It's my fault. I was mad and wished she'd die."

**Grief Response.** More verbalisation. Great concern with process. How? Why? Repetitive questioning. May act as though nothing has happened. General distress and confusion.

**Signs of Distress.** Regression: nightmares, sleeping and eating disturbed. Possible violent play. Attempts to take on role of person who died.

**Positive Interventions.** Symbolic play using drawings and stories. Allow and encourage expression of energy and feeling through physical outlets. Talk about it.

#### Middle Years (Age 7-11)

Beginning to see loss as final and universal.

**Concrete Thinking.** Self-confidence develops. Beginning of socialisation. Development of cognitive ability. Beginning of logical thinking.

**Concept of Death.** Death seen as punishment. Fear of bodily harm and mutilation. This is a difficult transition period, still wanting to see death as reversible but beginning to see it as final.

**Grief Response.** Specific questions. Desire for complete detail. Concerned with how others are responding. What is the right way to respond? Starting to have ability to mourn and understand mourning.

**Signs of Distress.** Regression: school problems, withdrawal from friends. Acting out. Sleeping and eating disturbed. Overwhelming concern with body. Death thoughts (desire to join one who died). Role confusion.

**Possible Interventions.** Answer questions. Encourage expression of range of feelings. Explain options and allow for choices. Be available but allow alone time. Allow for physical outlets. Listen and allow for talk about death.

### **Preadolescent (Age 11-13)**

Attempting to understand the biological and emotional processes with loss and death.

Formal operational problem solving. Abstract thinking. Integration of one's own personality.

**Concept of Death.** A more 'adult' approach. Ability to abstract. Beginning to conceptualise death. Work at making sense of teachings.

**Grief Response.** Extreme sadness. Denial. Regression. More often willing to talk to people outside of family and peer support. Risk taking. Traditional mourning.

**Signs of Distress.** Depression. Anger often towards parents. Suicidal thoughts. Non-compliance. Rejection of former teaching. Role confusion. Acting out.

**Possible Interventions.** Encourage verbalisation. Allow for choices. Encourage self-motivation. Listen. Be available. Do not attempt to take grief away.

**Adolescent (Age 13-15).** Attempting to integrate loss into emotional life and philosophical frameworks.

As above.

**Adolescent (Age 15-18).** Increasing independence in transition to adulthood may distance adolescents from their family support network.

As above.

## Appendix 4

**Useful Websites** for dealing with loss and bereavement in the school community:

[www.winstonswish.org.uk](http://www.winstonswish.org.uk)

[childbereavementuk.org/](http://childbereavementuk.org/)

[www.mind.org.uk/](http://www.mind.org.uk/)

**Useful telephone numbers and addresses:**

Winston's Wish Family Line - 08088 020 021 – national helpline offering guidance, information and support to anyone caring for a bereaved child, including professionals and family members

Also offer support for schools: <https://www.winstonswish.org/supporting-you/support-for-schools/>

Childhood Bereavement UK - 0800 02 888 40 – national helpline providing confidential support, information and guidance to families and professionals throughout the UK

Child Bereavement Network - 020 7843 6309 – a network of child bereavement services

CRUSE Bereavement Care - 0808 808 1677 / [www.cruse.org.uk/](http://www.cruse.org.uk/)

### Local Support

In the diocese of St Edmundsbury and Ipswich – Office for support and bereavement box – 01473 298570

Nicky's Way (Western part of Suffolk) - 01284 766133

### Books dealing with death and loss

**The diocese has a bereavement box containing approximately 20 books all available to you to borrow any time (see Appendix 5 below).**

### Other titles to consider buying:

Where Are You? A Child's Book About Loss by Laura Olivieri

Beyond the Rough Rock - Supporting a Child who has been Bereaved through Suicide - Julie Stokes, Diana Crossley

Beyond the Rough Rock: Supporting a Child Who Has Been Bereaved Through Suicide Paperback by Di Stubbs and Julie Stokes

I Miss You: A First Look at Death by Pat Thomas

The Memory Box: A Book About Grief by Joanna Rowland

## Appendix 5

### Books available in the Diocesan Bereavement Pack

#### Contents

- Always and Forever – Debi Gliori and Alan Durant
- Are You Sad, Little Bear? A book about learning to say goodbye – Rachel Rivett
- A Taste of Blackberries – Doris Buchanan Smith
- Badger’s Parting Gifts – Susan Varley
- Children and Bereavement – Wendy Duffy
- Dear Grandpa – Chris Lawson
- Emma says goodbye – Carolyn Nystrom
- Exploring the journey of life and death – Joyce Mackley (ed)
- Grief in Children: a handbook for adults – Atle DyreGro
- Josh: coming to terms with the death of a friend – Stephanie Jeffs and Jacqui Thomas
- Journeying through Bereavement in Schools – Ian Terry
- The Little Book of Bereavement for Schools – Ian Gilbert
- Michael Rosen’s Sad Book – Michael Rosen
- Missing Mummy: a book about bereavement – Rebecca Cobb
- Muddles, Puddles and Sunshine: your activity book to help when someone has died – Diana Crossley
- Rabbityness – Jo Empson
- Remembering – Dianne Leutner
- Rosie: coming to terms with the death of a sibling – Stephanie Jeffs and Jacqui Thomas
- Storm in a Jar – Samuel Langley-Swain and Katie Cottle
- Talking with Children and Young People about Death and Dying – Mary Turner
- The Hare-Shaped Hole – John Dougherty and Thomas Docherty
- The Rabbit Listened – Cori Doerrfeld
- Thinking of Heaven: prayers for the sad goodbye – Sophie Piper
- Water Bugs and Dragonflies: explaining death to young children – Doris Stickney (Looking up edition)
- When Sadness Comes to Call – Eva Eland
- When Something Terrible Happens: children can learn to cope with grief – Marge Heegaard
- Where did Grandad go? – Catherine House & Honor Ayers
- Where’s my Mum now? Children’s perspectives on helps and hindrances to their grief – Brian Cranwell



Who Will Love Me When You're Gone? – Anna Friend and Jake Biggin

Will I Live Forever? – Carolyn Nystrom

THREE books are of particular help to members of Staff:

- The little book of Bereavement
- Where's my Mum now?
- Children and Bereavement

in fact if you only have time to read one book the first listed is an excellent start.

## Appendix 6

### Books available in school

*(Please populate this for your school and add information on where these books can be accessed.)*

These guidelines were presented to the Governing Body and agreed on:

Date .....

Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_